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ABSTRACT

The Select Committee on Planning at Lawrence Univeristy spent approximately 18 months compiling information about and studying all facets of Lawrence life. Their findings and recommendations for future development are presented. The specific areas dealt with are: liberal education; curriculum; miscellaneous curricular programs; special programs; athletics; faculty; government of the university; institutional structure; and facilities. The document also includes a section in which the 92 recommendations made throughout the report are summarized. (HS)

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LIBERAL EDUCATION AT LAWRENCE
Report of the Select Committee on Planning

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HE 003 122

LAWRENCE UNIVERSITY SEPTEMBER, 1969

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T A Duckworth
John G. Strange

LAWRENCE UNIVERSITY
APPLETON, WISCONSIN 54911

OFFICE OF THE PRESIDENT

October 30, 1969

Dear Reader,

The enclosed report is the result of eighteen months' effort by the Select Committee on Planning, composed of faculty, students, administrators, and trustees of Lawrence University. This Committee was commissioned by President Curtis Tarr more than a year before he knew he would be leaving Lawrence University. The Committee was charged with the responsibility of examining the University in all details and of making recommendations for the future. I am thankful for President Tarr's foresight and for the many months of hard work on the part of the members of the Committee.

I would like very much to receive from you any comments you wish to make concerning the report and its implementation.

Sincerely yours,

Thomas S. Smith

Thomas S. Smith

LIBERAL EDUCATION AT LAWRENCE

Report of the Select Committee on Planning

LAWRENCE UNIVERSITY SEPTEMBER, 1969

TABLE OF CONTENTS

INTRODUCTION i

I. LIBERAL EDUCATION AT LAWRENCE 1

Tradition
Critique
Prospects

II. CURRICULUM 18

Introduction
Basic Curriculum
Freshman Year
Sophomore and Junior Years
Senior Year
Calendar

III. MISCELLANEOUS CURRICULAR PROGRAMS 68

Advanced Credit and Placement
Exemption Examinations
Grading System
Student-Designed Courses
Writing for Credit
Scholar of the University Program
Sociology

IV. SPECIAL PROGRAMS 84

Off-Campus Education
Study Abroad
Off-Campus Work and Study
Summer Experiences
Summer School
Convocation
Visiting Scholars Program
Master of Arts in Liberal Studies
Elementary Education
Continuing Education

V. ATHLETICS 106

Physical Education Requirement
Intramurals
Intercollegiate Athletics

Table of Contents (continued)

VI. FACULTY 112

Faculty Advisory Committee
Procurement of Faculty
Promotion
Tenure
Course Load
Sabbatical Leave Program
University Professorship

VII. GOVERNMENT OF THE UNIVERSITY 126

Board of Trustees
Committees of the University

VIII. INSTITUTIONAL STRUCTURE 133

Administration
Institutional Records, Information and Research
Institute of Paper Chemistry

IX FACILITIES. 144

Buildings
Technological Innovations

SUMMARY OF RECOMMENDATIONS 150

APPENDICES 164

A. Sample Course Description of Topics of Inquiry. . . 164

B. Schedule of the Department of Physics 166

C. Term-Semester System General Diagram 168

D. Term-Semester System Sample Calendar 1969-1970 . . 169

E. Rank and Age Structure of the Faculty 170

F. Administrative Structure of the University 172

G. Memorandum from the Librarian 173

INTRODUCTION

If a university is to endure as a vital institution it must come to grips with a paradox, at once promising and threatening, which is rooted in its very nature and operation. On one hand, the university stands for some of the most permanent values--truth, integrity, intellectual honesty. On the other hand, it constantly undermines its own immutability by keeping its gates open to discovery, by its hospitality to new ideas, and by the inevitable change in its faculty and students. Many of us would like to hold to yesterday when tomorrow knocks at the door. A college especially prefers stability and hesitates to move with every wind because what it has, represents, and teaches has been acquired in a hard and trying way.

But in order to remain alive and to serve the present, the college must respond to the dynamics of scholarship, to new orientations of its faculty, to the hope and faith of its students, and to the experience of its alumni. A good college should, of course, be tuned to the need for change all the time, and Lawrence has been traditionally a sensitive institution. In the rhythm of its life, however, a college may reach the point at which it has to do more than merely coast along making minor adjustments, if a crisis born out of neglect is not to deflect it from its main purpose.

The last time Lawrence had a thorough look at itself was through the Troyer Committee at the end of President Pusey's administration in 1952-1954. In light of the profound changes in American society and education in the intervening fifteen years, it seemed only natural to take another look at the University. To that end President Tarr appointed in the spring of 1968 a Select Committee on Planning. It was composed of eleven members of the faculty, including the Librarian and the Director of the Computer Center, three faculty members of the COSIP study group, three students, and three trustees, one of whom was a Lawrence alumna. The Committee conducted its inquiry during the entire academic year of 1968-1969. In the fall and winter term it met as a committee of the whole every other week; in the spring term the pace changed to weekly sessions. The working papers of the Committee were prepared in its study groups on the general character of the University, curriculum, special programs, faculty and facilities, and institutional structure. The final formulation and approval of the Committee's recommendations took place in the committee of the whole at the end of the spring term.

Having outlined its schedule, the Committee sought suggestions from all members of the Lawrence Community. Many members of the faculty and administration responded in writing to our request and quite a few met in person either with the Committee or its study groups. In November 1968, an Academic Aims Day was devoted to sounding student opinion. A random sample of some 1,500 alumni was reached by a questionnaire the results of which were most helpful in our work Several members of the Committee visited other institutions to explore particular programs. The abundant literature on higher education served as a background to the Committee's work, and we could not avoid being impressed and influenced by reports on planning at other colleges and universities.

Introduction

In order to keep the Lawrence community informed about the direction in which the Committee was moving we published three interim reports in The Lawrentian and reported at a special student meeting, at two meetings of the Lawrence chapter of the AAUP and at the annual meeting of the Board of Trustees.

However important contemporary sources of information and channels of communication to the University's various constituencies may be, there is a past that must be listened to as well. It speaks of the need to preserve values and procedures that are inherent in the very nature of a college and it cautions that change itself can be effective only when it grows from tradition.

CHAPTER I

LIBERAL EDUCATION AT LAWRENCE

The Tradition

This tradition at Lawrence lives in the commitment of the University to provide its students with an educational experience that would lay the foundations and define the outline of their lifelong attitudes towards knowledge and experience. By definition the liberally educated person is neither a goal nor an achievement; nor is the concept of a liberally educated person so amorphous and elusive as to defy every attempt at capturing its essence. Lawrence has traditionally regarded the liberally educated person as different from those educated in some other manner. It has worked with its students in the belief that the personality reorganization and direction brought about by liberal education will be permanent and will form the best basis for all the pursuits of later life. Only in that sense has Lawrence emphasized the preparatory character of the education it had to offer. In every other respect, the four years at Lawrence have been valued for what they meant by themselves: the time of inquiry, of intellectual emancipation and growth, of falling in love with the world of ideas, and of making a habit of it all.

The liberally educated person mirrors the quality of such an experience. Only in the lives of those who have graduated from it can a college find a reflection of the quality of the education it offers; ultimately, then, alumni become the benchmark by which a school must judge the performance of its curriculum, faculty, and students.

Curriculum

Lawrence has, therefore, always maintained that its curriculum should represent as much as possible those great intellectual traditions and concerns that are the essence of liberal education: man's arts, mathematics, sciences, philosophies, religions, history, languages and literatures. It has done so in the belief that a four-year education in these fundamental areas represents the best possible foundation for the life of the liberally educated person and for the vocation he would follow. Lawrence has stayed away from programs and even from individual courses that were too vocational, applied, or specialized, or that were short on intellectual content, or that paid only scant attention to moral, religious, scientific, esthetic, or other values. This explains why the acquisition of foreign languages at Lawrence has always been held to be a liberating and enlarging experience, more valuable for its effect on personality growth than for its usefulness to the student as a tool; why Lawrence has not gone into major programs in business administration, journalism, education, home economics, or physical therapy and why vocation-orientated courses like accounting, for example, have not found favor in the Lawrence curriculum and when introduced, have usually been eliminated.

On the other hand, in its commitment to liberal education Lawrence has not followed the weathervane of passing popularity. It did not drop classics at a time when this subject was disappearing from many colleges for lack of demand; instead, it sought means of building up the department and encouraging classical studies as a field of concentration. For the same reason, it did not abandon the Conservatory of Music at a time when many small colleges let their conservatories die; instead, it gave the Conservatory a new building and new facilities, recruited students for it and encouraged others to take work in music. Lawrence's ideal has been the need for a subject in liberal education, not its value in the market place.

The college has also been concerned with undue proliferation of courses within departments. It has resisted the trend toward excessive concentration and thereby prevented our students from falling into the trap of narrow specialization. And to insure that its students actually keep their education broadly based, Lawrence has demanded that they fulfill a set of distribution requirements very similar to those of other liberal arts colleges in America.

Students

Lawrence has always regarded its students as the college's most important element. It has tried to maintain for them the most rigorous and excellent standards of education. To realize this goal, the college has tried to match the quality of those who applied for admission with its expectations and standards. It has, therefore, sought the best prepared and most promising students from high school. In more recent years it has undertaken to widen the geographical distribution of its student body, and still more recently it has made a commitment to recruit more black students. For the same reason, however, Lawrence has resisted the practice of indiscriminate admission which would force it into a great deal of remedial work and which might increase the number of academic withdrawals during the first two years of college.

Lawrence has judged the success of its educational effort in terms of the four-year development of the student and the quality of his life after graduation. It has held that the student's education should be his own central concern and that he should subordinate other interests to this goal while in college. It has used the advisory system as much as possible to discourage the student from passive submission to a routine or from adopting a consumer attitude toward his education. Traditionally, in the freshman year, it has sought to communicate its values to the student so that he would know what was expected of him and how he would be judged. Beyond the opportunity for honors work in the senior year, the separation of students into honors classes and average classes has never found a place at Lawrence because the college has refused to take a "sheep and goats" attitude towards its own students. Nor has Lawrence favored plural introductory courses for majors and non-majors because such a practice would have divided its students into pre-professional and non-professional categories at the expense of everybody's general education.

Lawrence has expected from its students more than they have thought themselves capable of. Hence, their desire to explore topics beyond the framework of formal courses or their decisions to continue to work in a particular field after graduation have been not only a source of evidence that the college has been doing its job; they have been a source of satisfaction.

Faculty

The educational standards of a college depend primarily on the quality, commitment, and orientation of its faculty. Lawrence has honored the concept of scholarship among its faculty. Through its hiring procedures it has sought to secure completely and excellently trained instructors from the most distinguished graduate schools in the country. It has tried to maximize the number of Ph.D.'s in those departments where the degree is appropriate. Its promotion and tenure policies have been designed in part to make a successful instructor's attachment to Lawrence permanent. Lawrence has also provided summer grants and leaves of absence and inaugurated a regular program of sabbatical leaves during which the faculty member could pursue his scholarly or educational interests.

With the student as well as the faculty in mind, Lawrence has maintained as low a student-faculty ratio as its resources would allow, so that the benefits of individual scholarship and instruction would be most effectively realized. Moreover, its faculty members have served at all levels of teaching without distinction based on age or length of service, and they have all been encouraged to engage in seminar, individual, and honors work with advanced students to the end of promoting the scholarship of both.

Lawrence has never segregated instruction from scholarship, and it has never assigned an exclusive responsibility for teaching to some faculty and an exclusive research function to others. It has been guided by the conviction that scholarship and teaching should be combined in the interest of the best education. A policy that would separate teaching from scholarship could not be inaugurated at Lawrence without a radical revision of its philosophy of liberal education. Nor, for that matter, would Lawrence be able to attract to its faculty the superior young instructor without the promise that he will be able to develop both as a teacher and a scholar in his professional field.

Academic Self-Government

As a self-governing body, the faculty of Lawrence has sought to promote liberal education in such a way as to safeguard and enhance the spirit of free inquiry and free expression of thought and values. It has considered academic freedom the necessary foundation for the unique responsibility of liberal education to preserve, enlarge, and transmit the body of knowledge it defines as its educational province. It has always resisted efforts by members of its own community or by outside individuals or groups that would jeopardize its freedom. It has never acknowledged independent claims to academic freedom by on-campus groups or individuals functioning apart from its own jurisdiction. At Lawrence the privilege of academic freedom has been automatically extended to anyone at the moment he became a member of the faculty, and the new member has been accorded the right of appeal and redress when he felt his freedom violated or his personal welfare endangered through the exercise of this right. The faculty has collectively extended the protection of academic freedom to all of its own committees while they are acting on its behalf, and it has been committed to the defense of the academic freedom of those student self-governing bodies it has permitted to exist, as well as of their committees and publications.

The Lawrence faculty has also respected the professional competence of its own members and the freedom of departments to choose their own course work and programs, provided that they are compatible with the college's general commitment to liberal education and its existence as a community of interdependent parts.

Campus

The campus is the embodiment of the ideal of the academic community -- a community composed of mature scholars and students and all those who participate in its daily life, a community that in its extended form includes alumni, trustees, and friends of the college, a community whose intellectual exchange is free to take whatever direction it will, unencumbered by pragmatic or hostile constraints. It is free from public intrusion or control and is considered to be the best expression of the type of environment the liberally educated person seeks for himself.

Lawrence has usually devoted a large part of its yearly resources to providing the kind of opportunities and atmosphere the academic community needs, much of it at little or no cost to the members of the community. It has invested a large part of its wealth in the maintenance and development of the physical campus in order to create an environment in which the academic community thrives. Through its administration and faculty Lawrence has sought to maintain and promote the integrity of its campus as the outward expression of the academic ideal. It is in the tradition of Lawrence to distinguish the academic community from other communities. But from the beginning, when Lawrence was established to bring veritas to the frontier, the concerns of the college and of the larger community in which it is located have been inseparable.

Critique

As the Committee looked at this tradition, it did not feel that it should take radical exceptions with it. Yet its very establishment was predicated on the assumption that a critical evaluation of Lawrence's tradition was advisable and the recharting of its course necessary.

When President Tarr appointed the Select Committee on Planning he wrote to the Committee that he believed that "basically Lawrence was in a fit state of health." But he added: "While we are good, we are not excellent. Without question it is excellence that we seek." The Committee agreed with President Tarr. It appreciated and was proud of Lawrence's tradition, past achievements, and striving to live up to the highest standards; but it also had to admit that Lawrence had not carried out its commitment to liberal education to the best of its capacity, that it had not achieved an educational excellence commensurate with its potential, and that such achievement might be a necessary condition for its survival as an independent institution in the future.

Criticism of the University came from many sources: the President, faculty, administrators, students, alumni, trustees, and, of course, from within the Committee itself. The critique which emerged ranged widely and formed the basis of the Committee's analysis of specific issues and recommendations for action. In general, we read and heard that there was a need for Lawrence to develop more consciously a unique institutional style; to create a more stimulating atmosphere; to be more original and innovative in instruction; to expand into new areas of teaching like sociology, American studies--including the problems of the city and of black people--and a Latin American program; to integrate our computer facilities more closely with liberal education at Lawrence; to relax our distribution requirements in order to give our students more responsibility for planning their academic programs; to increase the occasions for independent learning and to prepare the students better for it; to make Lawrence education more relevant by bringing it in closer touch with living experience; to provide more opportunities for overseas study and experience away from the campus; to improve the introductory work in the college, including Freshman Studies, and to revise its system of student instruction in general and of the departmental examinations in particular; to broaden the pool from which our students are recruited and to set higher qualifying standards of admission while at the same time admitting more "risk" students; to improve the advisory and counselling system; to raise the quality of contact between the students and the faculty; to encourage University support of faculty scholarship; to secure more adequate facilities for the humanities, the social sciences, the Library, and the administration; to adapt the institutional structure of the University more effectively to its needs and new tasks.

As the Committee tried to respond to this critique and these suggestions, a more specific outline of its assignment began to emerge. We had to deal with the question of what kind of school we wanted Lawrence to be. The curriculum, instruction, and special programs were to occupy the center of our attention. The problems of the faculty had to be considered. We had to appraise the facilities in which the students and the faculty work. And, finally, the general needs of Lawrence as well as the more particular needs of its faculty and students led us to consider the administrative structure of the University as an essential part of our purview.

Prospects

The tradition of a college is reflected in its character, and any evaluation and attempt at change have to be directed first to its principal features. The Committee assumed that Lawrence would remain a small, private, coeducational liberal arts college. We did not try to define the optimum size for Lawrence, although from time to time some concern was expressed about the dangers of unplanned growth and its effect on the student-faculty ratio in the college. Nor did we raise any questions about the University's private character. The financial limitations of a small private institution lay, of course, on our mind and sometimes openly and sometimes subconsciously applied brakes when instead of planning we began to dream. But we did not feel called upon to explore the issue of support, and we did not do it. The Committee warmly embraced Lawrence's commitment to co-education. Even if Lawrence had not been one of the earliest coeducational colleges in the United States, the mood of the day when the bastions of male exclusiveness in American higher education are opening their gates to women students and women's colleges are looking for male recruits would not have allowed us to make an issue out of what has been one of the most redeeming aspects of life and work at Lawrence.

A University College

The Committee had, however, to face up to a more subtle question about the future of the University, one which kept returning in our discussions frequently in a very controversial manner. What kind of a liberal arts college is Lawrence going to be? Our answer is not a command--commands are easy to prescribe; it is a request for commitment to a course of action which is already well founded in the developments at Lawrence during the last decade or two and on which we shall have to work with greater awareness and intensity.

In the world in which our students are going to live after their graduation the value of liberal education will be greater than it has ever been, a fact which makes the functions of the liberal arts college all the more important. We realize, however, that in the decades to come liberal education will have to take into account the changes that have taken place and are taking place in American education and in American life in general. The secondary schools may not yet be doing all that they should, but they are already producing a student different in his preparation, orientation, and expectations from the student who once came to liberal arts colleges. An ever increasing number of college graduates will continue their formal education after graduation at graduate and professional schools. The liberal arts college has, therefore, to provide a more distinct and possibly unique educational experience than it did in the past. It should break away from many of the routine functions that are now performed in the high schools. It should free the student for a greater diversity of curricular and extracurricular experience. It should view the major even more emphatically in terms of the perfection of the scholar and in terms of the depth of the student's intellectual experience than in terms of the scope and content of a field of scholarship and academic discipline. At the same time, it should be concerned more consciously with opportunities for an effective integration of the student's college experience.

Liberal education at Lawrence should lay the foundation from which our students will be able to cope with the continuing explosion of knowledge because we cultivated their reason and intellectual power; to exercise intellectual responsibility because we helped them develop the habit of making discriminating intellectual decisions; to accept self-education as a style of life because we gave them the motivation; to make moral decisions and to act in situations of humane significance because they found in us a concerned community; to practice the arts, to participate in them, and to appreciate their cognitive significance because Lawrence was hospitable to esthetic imagination and experience.

This is, however, not the whole story of our problem. The question has a more clearly operational side to it. At present, Lawrence is a "mixed college", somewhere between what Jencks and Riesman call, on the one hand, the "terminal college" and, on the other, the "university college", but with an increasing propensity toward the latter pole.[1] We recognize that in the years to come, as the University carries out its commitment to greater excellence, its students would become more competitive while at Lawrence; that more and more of them would seek careers demanding more than the Bachelor of Arts degree; that an increasing proportion of our students would want both the undergraduate certificate and an education good enough to admit them to highly competitive graduate and professional schools; that, simply, a higher percentage of Lawrentians would go on to graduate and professional schools.

We also recognize that as Lawrence moves in that direction it could and would be said of it that its "purpose" was to prepare students for graduate school. We heard the argument in the Committee itself often enough to feel compelled to restate the Committee's position on this issue clearly and firmly. We wish Lawrence to remain a liberal arts college giving its students the best liberal education that it can, distinguishing neither in theory nor in practice between the terminal student and the prospective graduate student, never viewing its curriculum as a step on an escalator to graduate education or shaping its programs to the expectations of professional schools. Lawrence believes, along with most employers and graduate and professional schools, that the best education for its students, regardless of their career plans, is a rigorous, quality exposure to the liberal arts.

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[1] The "terminal college" is an institution most of whose graduates will not pursue any further formal study. The "university college" is "a college whose primary purpose is to prepare students for graduate work of some kind--primarily in the arts and sciences but also in professional subjects ranging from law and medicine to business and social work." Christopher Jencks and David Riesman, The Academic Revolution, Garden City, N.Y.: Doubleday and Company, 1968, p. 24.

Recruitment and Admission

In the last analysis, Lawrence's ability to provide a quality education depends on the talent and commitment of its students. They, more than anybody else, determine the character of the college and give it an image in the public eye. From the students as well as from the alumni the Committee heard of the educational value of contact among students. When asked to indicate some of the principal strengths of their education at Lawrence, 73.9 per cent of our alumni considered contact with their fellow students as "good". On Academic Aims Day the students agreed on three points: (1) that Lawrence should remain a selective institution attracting academically well-qualified students; (2) that Lawrence should admit more risk candidates from lower socio-economic strata and inner city areas; (3) that Lawrence should seek further to diversify its student body geographically, racially, and in terms of special talents. The alumni favored a change in the University admissions policy by a slight margin of 38.2 against 34.9 per cent. Most of them favored greater social diversity--36.7 per cent, then geographical distribution--32.1 per cent, and only 11.6 per cent suggested higher intellectual standards. As against 30.0 per cent of the alumni who said "no", 48.4 per cent asked Lawrence to be more considerate of its social responsibility to candidates from educationally, environmentally, and economically deprived backgrounds.

Having taken all these suggestions into account and having placed them in the context of its entire work, the Committee believes that if Lawrence is to use its resources to the best of its capacity it must broaden and deepen the pool from which it now draws its students. We recommend, therefore, that prior consideration be given to seeking out and admitting students of higher academic aptitude than we now admit; that Lawrence seek students who also give evidence of substantial academic motivation; and that reasonable geographic and socio-economic diversity be considered only in the compass of the above two criteria. At the same time, we recommend that Lawrence continue to expand its educational responsibility to students whose previous education and experience have led both to academic and socio-economic deprivation and who, without our encouragement and support, would not be able to get the kind of liberal education that Lawrence has to offer. The Committee is quite aware of the discrepancy between the consequences of these two recommendations and, therefore, it recommends further that Lawrence undertake to identify the "risk" candidates for admission early in their secondary education, to advise them on qualifications for admission to Lawrence, and to provide for them a prematriculation program for improving academic skills.

The part of this proposal dealing with prospective disadvantaged students was strongly supported by the black students at Lawrence. The Committee did not deal with it any further because, like all other matters of great urgency concerning our disadvantaged students, it was taken over by the Committee on Black Student Affairs in the middle of the year.

On the basis of our investigation of Lawrence's recruitment and admission procedures, we recommend a substantial change in the present policies. The Director of Admission needs and would welcome more support from faculty, students, and alumni in the determination of long-term policy. He must also have improved promotional materials if he is to portray education at Lawrence in a vivid and appealing manner. When the alumni were asked whether they should be more involved in the affairs of Lawrence, the most frequently mentioned area--33.2 per cent--was recruitment of students. The Committee recommends, therefore, that the University replace the present Committee on Admission with a University Recruiting Council. The Recruiting Council will be composed of faculty and administration representatives, of representatives of students including a representative of disadvantaged students, and a representative of the alumni. The Recruiting Council will serve as a policy-making committee. It will set the guidelines of recruitment and evaluate their implementation. It will not be necessary for the Recruiting Council to meet more than three or four times a year. We recommend further that the actual selection and admission of students to Lawrence be done by the faculty and administration members of the Recruiting Council. We favor this separation of functions within the Recruiting Council because we feel that its student and alumni members should not participate in the consideration of individual candidates for admission.

Graduate Work

In any discussion of Lawrence's future prospects--in particular its development as a "university college"--we could not escape the question of graduate work at Lawrence. The Committee was impressed by the contribution that graduate education could make to our undergraduate program, but it decided not to recommend its introduction at Lawrence for a number of reasons. First, Lawrence is committed to excellence in undergraduate education. Its resources are, however, limited, and it seems to us that a comparable graduate program would be very costly. If Lawrence does not have the resources to support excellence in both undergraduate and graduate education, the wisest way of allocating our resources is to devote them to an ever better undergraduate program. Secondly, it is almost impossible to develop a good and competitive M.A. program without a Ph.D. program. If we do not have the resources to support an M.A. program we are even less equipped to maintain one ending with the Ph.D. degree. Under these circumstances, a graduate program granting only an M.A. degree would be at best a mediocre one. Thirdly, the M.A. degree is generally dying out in favor of the Ph.D. The M.A. degree is in most cases, with the exception of a few professional programs, a stepping stone which is being skipped over with increasing frequency. The question then arises of who would come to Lawrence for the M.A. degree, if he had to transfer somewhere else for his Ph.D. Finally, the graduate program would place the University into a different accrediting category and, again, Lawrence is not likely to have the resources to satisfy the higher accreditation requirements.

CHAPTER II

CURRICULUM

Introduction

Four basic principles guided the Committee in its deliberations on the Lawrence curriculum: the working definition of the character of the college, as established early in our proceedings; an evaluation of the present curriculum; an awareness of current developments in American higher education; and finally, a strong commitment to placing the student more fully in charge of his own education than has previously been the case at Lawrence.

Lawrence's history places it squarely within the ranks of America's better liberal arts colleges, devoted to the quality teaching of a select body of undergraduates, and its curriculum has reflected this orientation. The Committee felt strongly that Lawrence's liberal arts tradition should be maintained. Indeed, the Committee envisages the strengthening of the liberal arts program at Lawrence with the aim of preparing more and more of our students for the further educational experiences, both in graduate and in professional schools, that our society increasingly demands of its more talented members. The curricular challenge, then, lies not in charting an entirely new course, but in seeking to do better the job which now engages our energies.

Faced with that task, the Committee utilized questionnaires, memoranda, and casual conversations with faculty, students, and administrators to collect information about the existing curriculum and opinions as to the course it should take. While practically every aspect of curriculum was touched upon at one time or another, a relatively small number of crucial problems cropped up time and again. Was Freshman Studies accomplishing its objectives? Are distribution requirements in need of revision? Are students taking too many introductory courses? Should departmental examinations be retained as graduation requirements? Are students receiving adequate counselling from faculty advisors? Are grades obsolete? These and similar curricular issues received the lion's share of attention from the Committee. It did not, however, discuss specific departmental course offerings, on the grounds that such matters are primarily the responsibility of individual departments, not those of a committee on institutional planning.

In the deliberations on curricular matters, the Committee relied not only on materials drawn from Lawrence experience, past and present, but on many sources from outside our community as well. Mounting pressures for reform have led many an institution to soul searching, report writing, curricular innovation, and the inevitable evaluation of the innovation. There is, then, no shortage of reports on college evaluations, brochures describing new curricula, and books and essays on higher education in mid-twentieth-century America. And to supplement the written word, the Committee sent a fortunate few of its members junketing in search of firsthand evidence concerning curricular revision. All these sources combined to supply the Committee with general ideas and with specific programs, which in turn provided a broader context in which to frame policy recommendations for Lawrence.

Briefly stated, the following themes dominate curricular reform about the country: a reduction or the outright elimination of the number of courses students are required to take; greater student involvement in determining course offerings; the de-emphasizing of grades; more individualized education through tutorials, honors projects, etc.; off-campus experiences; attempts to make better students through newer and better freshman year programs; and the introduction of specific courses--e.g., Black Studies--to meet student demands for "relevance." Many, though not all, of the Committee's recommendations move in these general directions.

As important as the three preceding considerations were in the debates of the Committee, they were perhaps overshadowed by its efforts to redefine the student's role in his education at Lawrence. Again, few would dispute that Lawrence has been and is now primarily a teaching college and that considerations of the student come first. Yet there are genuine reasons to doubt whether, under the existing curricular arrangements, students are making the most of their educational opportunities. The discussions held on Academic Aims Day confirmed, through reports of students and faculty alike, what many faculty members have long felt to be the case, namely, that a substantial portion of our student body does not know what a liberal arts education is all about. This ignorance reflects in part family background, where emphasis has traditionally fallen on professional or vocational education, but it must also be attributed to the college's failure to orient the student properly into this genuinely different environment.

There may have been a time when student orientation was a fairly cut and dried process, which consisted of imparting to a socially homogeneous student body a detailed set of social rules and specific penalties for their violation and of the invocation of an academic imperative, "Learn what we tell you because we know what you need to know." But if those days ever existed, they are gone now. The excessive control by university authorities over the private lives of students has been steadily reduced, though more rapidly at some schools than at others. And some dramatic changes have occurred in the classroom as well. Whether he is engaged in laboratory work in the natural sciences or in literary analysis, the student is called upon to be a full-fledged participant in the intellectual quest. In papers, examinations, and class discussion he is asked to think, to question, to challenge--in short, to approach his work as a serious adult. It should not come as a surprise, then, that today's student does not accept passively the education presented to him, but chooses instead to question its very premises and to demand relevance from it. The courses that make up a liberal arts curriculum are relevant to the lives of educated men and women, though the nature of this relevance does not always leap out with a label on it. However unnecessary it may seem to those immersed in intellectual pursuits, time must be taken to explain, perhaps even to defend, the character and purpose of liberal education.

Still, it is not the faculty who bear the major responsibility for successful education at Lawrence. The Committee has sought to utilize the valuable questioning attitude of students--

which often takes the form of profound skepticism or even outright denial of the validity of established course work--to the advantage of the students and not just in the relatively narrow confines of the classroom, but in the overall planning of the student's education and even in the determination by the students of a small portion of our course offerings. It seems only fitting that the responsible behavior that faculty expect from students in their academic work should be expected of the students when they map out their college experiences. The education is primarily theirs; so, too, should be the responsibility for it. Moreover, as it is the intent of Lawrence to graduate men and women for whom education will be a life-time affair, not just a four-year fling, the motivation, skills, knowledge, and experience in making decisions which will attend the students' increased role in guiding their education should serve them in good stead well after they have graduated.

The Basic Curriculum

Traditionally, the four-year liberal arts program has been divided into two equal periods: the freshman and sophomore years, during which the student has been encouraged and/or forced to sample course work in three or four arbitrarily established fields of knowledge; and the junior and senior years, during which he has concentrated the bulk of his course work in a single discipline. In such a manner the twin principles of breadth and depth have been served.

However worthy those goals may be, no necessary connection binds them to the customary curricular division. In fact, the Committee feels that they can be attained more effectively on the basis of the following set of guidelines for the four-year program:

(1) The Freshman Year: the period of foundation and exploration.

(2) The Sophomore and Junior Years: the period of concentration and exposure.

(3) The Senior Year: the period of summation and integration.

Instead of the present two introductory years, mostly devoted to the fulfillment of distribution requirements and to the sampling of a few courses not embraced by the requirement scheme, there would be only one such year. In it one-third of the student's load would be taken up by a core program consisting of one term of Freshman Studies and two terms of Topics of Inquiry courses. This core curriculum introduces the student to several areas of knowledge at the college level, gives him an in-depth look at two disciplines, and provides closely guided experiences in reading, writing, and oral expression. The remaining two-thirds of the load would be determined by the student in cooperation with his advisor. Here, too, is an opportunity for exploration-- of new areas of knowledge, of those of long-standing interest, or both.

At the end of the freshman year, or at the latest, at the end of the first term of the sophomore year, the student will select his major and begin concentration. To some, the advancing of the moment for the important decision on a major may seem to put undue pressure on the student. That may well be true, but the Committee feels that such pressure can be constructive, in that it will encourage freshmen to select a wide variety of courses and to pursue them seriously. As the system now functions, students often shop around in a desultory fashion, guided primarily by the need to fulfill the distribution requirements. For them, the sophomore year offers little in the way of change of pace, with introductory courses frequently dominating their schedules. The result can be a lessening of interest and a drop in academic performance--the so-called sophomore slump. Forced into an early decision on the major and then plunged into its concentrated work, the student should find a meaningful transition from the freshman to the sophomore year. Certainly, he will not find himself slogging through a six-term freshman year. Moreover, it should be noted that even now a large number of our students have their majors well in mind at the end of the freshman year. For them, this new program would raise no problems whatsoever.

In addition to being a time for concentration, the second and third years have been designated years of exposure. During this period the student will broaden his academic experiences beyond his field of concentration. He will select, freely, courses which complement his major as well as courses in unrelated areas. The student's active participation in his major should render him more qualified to make these selections, and his "upper-class" status should enable him to enroll in more advanced courses than is the case under the present distribution requirement.

Exposure also implies programs that would take the student away from the campus, either to one of the foreign studies centers or to some academic or work experience in the United States. These middle years are ideally suited for such programs, coming neither at the very beginning nor at the final stages of the student's Lawrence career.

Finally, there is the senior year. Though occasionally it is referred to as a distinct educational unit, for most students it is not. Previous attempts at imparting to it qualities of integration and summation have met with limited success. Under this new set of guidelines for the curriculum, however, a substantial portion of the senior year will be set aside for the express purpose of providing integrative experiences for the students, both within their concentrations and to a lesser degree on an interdisciplinary basis. By shifting the beginning of the period of concentration to the sophomore year, the senior year becomes more flexible, thus providing time for the needed integrative work. It should be noted that a revitalized senior year ranked high on the list of student priorities as expressed in their reports from Academic Aims Day.

There is no intent on the part of the Committee to make these divisions of the four-year program into rigid boundaries. Obviously there will be continual overlapping, both in the students' attitudes and in their programs. But the scheme does alter the traditional conception of the four-year program, treating it as a fairly integrated whole in terms of the college's basic objectives, and the specific curricular revisions which the Committee recommends have been worked out within this model.

The Freshman Year

In its evaluation of specific areas of the curriculum, the Committee turned first to the freshman year, seeking to devise the ideal program for producing eager and willing scholars out of yesterday's high school seniors. Lawrence's Committee does not stand alone in placing heavy emphasis on revamping the freshman year; some of the most dramatic changes being recommended or undertaken at other schools focus on this important matter. The reasons for preoccupation with the freshman year vary. The increasing democratization of American society has wrought substantial changes in the social composition of student bodies at most institutions of higher learning. As a consequence, more and more students arrive on campus with little or no understanding of the purposes and means of higher education. Neither their family backgrounds nor their broader social experiences have prepared them for it. Thus it falls to the lot of the university to supply the proper orientation, a task which has not been particularly taxing in the past when American education was more elitist. Emphasis on the freshman year also derives support from evidence which indicates that a great many of the students' attitudes and values concerning their education are formed in the first months of their college life. Finally, there is that small voice which suggests to those who teach that if only the young mind can be reached early, the battle will be more than half won.

The sources of information available to the Committee indicate three main problem areas in the freshman year. First, the formal orientation of new students suffers from insufficient time and inadequate direction. Neither social nor academic orientation can be achieved adequately through the program as it now stands. Secondly, while repeated, thorough investigations of Freshman Studies have argued cogently for its retention, the course continues to present problems. On a practical level, there are staffing difficulties brought about by the inability of some departments to spare the manpower and by the unwillingness, based on ideological grounds, of some individuals to participate in the course. Furthermore, the program is open to criticism insofar as it fails to acquaint the student with a formal disciplined approach to his studies. It would certainly be unfortunate should our freshmen get the impression that Freshman Studies represents the typical approach to learning at Lawrence. The third problem cannot be so precisely defined nor confined to a single course or program. It concerns the need to draw the student more effectively into the life of the college throughout the freshman year, a kind of continuing orientation. The student must be made aware of the potentialities of Lawrence--its varied academic programs on and off the campus, the opportunities for work in the creative arts, the possibilities of community involvement, etc. It is always disturbing to encounter upperclassmen who remark, "Oh, if only I'd known that such a program existed, I would surely have taken part in it."

There are, of course, many other issues which could be raised in a critique of the freshman year, but these three stood out clearly in our data and in our discussions, and they are representative, on a more general level, of the types of problems that the Committee sought to remedy.

Rather than immediately tackling these problems one by one and running the risk of coming up with recommendations dictated solely by existing difficulties, the Committee worked out a set of basic goals for a freshman program. Although they may seem obvious to anyone engaged in education, their articulation proved helpful to the Committee. And, as Mayor Daley has pointed out, "Together we must rise to ever higher and higher platitudes."

The freshman program should provide: (1) informed and committed guidance and advising; (2) a sense of personal commitment to one's own education; (3) training in careful reading and writing; (4) an understanding of the relevance of liberal education; (5) an introduction to scholarly discipline and methodology; (6) an opening to new horizons. In pursuit of these objectives, then, the Committee produced the following model for a freshman year curriculum.

The incoming freshmen should arrive on campus two weeks in advance of the first day of classes for all returning students. During that period they would be participants in a Student Orientation Colloquium, hereafter referred to by the unfelicitous acromym, SOC. This program is designed to draw the student directly into the academic life of the college, while at the same time familiarizing him with the wide range of activities that characterize a college campus. More specifically, SOC consists of four separate, but related, parts: an introduction to liberal education; an early start in Freshman Studies; the technicalities of matriculation; and social orientation.

The Committee considered that the best way to introduce students to liberal education was to expose them, as quickly as possible, to the academic life of the community. One of the chief vehicles of this introduction would be a lecture series representative of the major areas of the curriculum--humanities, social sciences, natural sciences, and creative arts. It is anticipated that Lawrence faculty would give the greater part of these lectures, since they would be privy to the goals of the series. Ideally, the lecturers, while concentrating on substantive matters, would also make conscious efforts to relate the scholar's pursuits to the aims of liberal education. Such a format would be preferable to general lectures about liberal education, *per se*, though the latter could find a place in the program.

In order to assure a higher level of student involvement, and, not incidentally, to provide a few rudimentary lessons in the art of listening, a post-lecture period would form an integral part of the series. After each lecture, the students would break up at random into small groups of ten to fifteen students and discuss the lecture for some thirty minutes under the leadership of one member of the group. The discussion should end with the formulation of a written question to be presented to the lecturer. After a break, which the lecturer or a panel organized around him would use for sifting the questions, the entire freshman class would reassemble to hear answers to the questions raised in the discussion period. It would also be useful for the lecturer or someone else to conclude the session with a review and appraisal of the whole experience.

An afternoon follow-up to this part of the colloquium would consist of an introduction to the library and its operation, the laboratories, the facilities of the creative arts, etc. An art exhibit, a musical performance, a poetry reading, and a science colloquium should be part of this segment of SOC and well integrated with its other features.

The entering freshmen will be expected to have done some preparatory reading for this part of SOC during the summer. The readings will be selected by a committee of freshman advisors upon the recommendation of the individual divisions.

Enrollment in Freshman Studies, extended in length to include the two weeks of SOC, would serve as a second, and perhaps the most important, means of drawing the freshmen into contact with the academic side of college life. The Committee foresees no fundamental alterations in the character of Freshman Studies. It will continue to be an interdisciplinary course in which significant books from various areas of man's endeavor are studied under the guidance of a staff drawn from the entire faculty. Class discussion, lectures by specialists, and essays by the students are to remain the basic format of the course. In light of other changes in the freshman year curriculum, however, there will be a slight alteration in the type of books chosen for Freshman Studies. Since the Topics of Inquiry courses will deal with limited topics through the eyes of modern scholarship, the recent trend in Freshman Studies to include outstanding examples of contemporary writing should be set aside in favor of an emphasis on the "classics"--Plato, Galileo, Marx, Freud, Dostoevsky, etc. It will also be necessary to reduce the class size to fifteen students to accommodate the new advisory system, in which the Freshman Studies instructor doubles as the advisor for all members of his section.

Not only would participation in Freshman Studies immediately upon arrival convey to the incoming students the notion that academic matters are central to their college experience, it would also give them a two week head-start in coming to grips with the techniques of college work.

The Committee does recommend one significant change in the administration of Freshman Studies--the replacement of letter grades by the notations of Satisfactory or Unsatisfactory, to be accompanied by a written evaluation of the student. The recipient of an Unsatisfactory mark may or may not get credit for the course, depending on the judgement of the instructor. Freshman Studies grades would not be figured into the student's cumulative grade-point average.

There are several reasons for this departure from past practice. Freshman Studies, serving as many functions as it does--introduction to great books, training in reading, writing and oral expression, etc.--and taught by a non-specialist staff, is not an easy course to mark in the conventional way. How much does one award enthusiasm in discussion? Or competence in written work? How does one grade an examination written by a committee? The Committee felt that a simplified grading system, S or U--if accompanied by carefully thought out written evaluations of the students--would be most useful to the freshman students and to those who would teach them next.

The option of conferring the unsatisfactory mark with or without credit extends the flexibility of the system. On the one hand, a student who simply does not try receives an Unsatisfactory without credit. On the other hand, a student whose application cannot be questioned, but whose performance is not up to Lawrence standards, can be given an Unsatisfactory with credit. Accordingly, intellectual effort and evidence of progress can be rewarded, even though a student may not be able to do satisfactory work. At the same time, specific information about his weaknesses, in addition to becoming a part of a student's record where it is available to other instructors, would be conveyed directly to him. This procedure should facilitate the prompt counselling of remedial work. Furthermore, the Satisfactory/Unsatisfactory system makes it possible to obviate the automatic repetition of a course for which a failing grade has been assigned--a practice that is not particularly desirable in the case of Freshman Studies.

Other arguments can be advanced for this alteration in the grading system. The absence of a quantitative grade gives the student a chance to start off in college without the pressure of grades in at least one important course. To some students this freedom may pose difficulties, but to others it may suggest that the learning experience in college means a great deal more than getting A's and pleasing the instructor. Finally, it should be noted that Freshman Studies is not a course for which a grade is necessary on a transcript.

There is, of course, a great deal more to freshman orientation than immediate immersion in course work. Placement and exemption examinations must be given; medical examinations must be scheduled for every student; and time must be provided for formal registration. At present, all these activities are crammed into a few days, along with academic and social orientation. The result is a hectic period, in which few things are done adequately, and some are not done at all. Last year, for example, exemption and placement tests were so crowded into the available time slots that many students could not take all of the examinations for which they were qualified. The ill-effects of that situation on proper counselling are obvious. By extending the period of freshman orientation, these technicalities of enrollment can be spread out, enabling students to take advantage of all possible tests for exemption and placement, and making for a less pressured orientation.

Moreover, the Committee considers it advisable that the registration of freshmen take place not at the beginning of SOC, but at the end. In such a fashion, the advisor and advisee will have a greater opportunity to become acquainted with one another, lengthier counselling appointments than are now the case will be possible, and the students will have a chance to become better acquainted with the University. The placing of formal registration at the end of SOC does not, however, preclude either some pre-registration by the deans or a preliminary working-out of his own schedule by a student during the summer. Any thinking about programs in advance of enrollment is all to the student's benefit. What the Committee is seeking to do here is simply to provide more time for the final determination of schedules, time in which the newly established advisory system, outlined below, can operate as intended.

The last function of the SOC is social orientation, a circumlocution for having fun. The Committee, being composed mostly of men and women over thirty, would consider it presumptuous to make any specific recommendations along this line. All we can do is to leave enough time for it in our scheme and then encourage older students who may take part in the planning of SOC to "do their thing."

Properly oriented and amused, the freshman plunges on into the fall term, during which his course load will consist of Freshman Studies and two choices of his own. He may exercise his freedom to try out disciplines with which he has little or no acquaintance, or he may pursue some long-standing interest to test it at the college level.

In any event, the choice is his, to be made in consultation with his advisor.

In each of the second and third terms, the pattern repeats itself--two free choices, and one required course. There is, however, one substantive difference. The place of Freshman Studies will be taken by Topics of Inquiry courses--a name in part shamelessly cribbed from Amherst College.

Topics of Inquiry courses have been designed to provide a continuation of the special experience for freshmen which Freshman Studies initiates. Class size will be only slightly larger--a maximum of twenty students, and many of the pedagogic functions performed by Freshman Studies--guidance in critical reading, opportunities for oral expression, and careful evaluation of written work--will also be present. What distinguishes the Topics of Inquiry program from Freshman Studies is its strictly disciplinary orientation. As such, the Topics of Inquiry serve a number of goals. Within the context of a freshman core program, they are a needed counterpart to the interdisciplinary character of Freshman Studies. However enjoyable and stimulating it may be for students to read books under the guidance of non-specialists, in view of their overall educational experience they must find out that more answers and even more questions can be had in a disciplined approach. Moreover, the Committee frankly hopes that many faculty members who now object to the nature of Freshman Studies will find it possible to contribute both their time and their talent to the education of freshmen. Finally, the Committee thinks that Topics of Inquiry courses can make some contribution toward closing the "relevance gap." If the instructor of a Topics of Inquiry course selects a subject of importance and of interest to himself and pursues it with competence and enthusiasm, then the course will inevitably end up making comments on man and his world which are attainable only through a disciplined approach. There could be no better introduction to the "relevance" of scholarship.

The subject matter and the method of instruction of the Topics of Inquiry would be entirely at the discretion of the instructor--with the following qualifications. First, the courses are not intended to be general introductions to the various disciplines, but, rather, specialized courses in which the instructor can convey the excitement of his discipline and introduce the student to its methodology in any way he chooses without being concerned with providing a specific body of material for future courses. Secondly, the course must be designed to serve the goal of introducing the students to the meaning of scholarly discipline; the way a scholar approaches his field; the questions he asks; the ways of seeking information about these questions; and the framework of interpretation in which the answers are developed. *

A freshman will take one Topics of Inquiry course in each of the second and third terms. He will be encouraged by his advisor to select from offerings outside the area of his major interest. Thus a student with a strong interest in literature would choose his Topics of Inquiry courses in the social sciences, the natural sciences, or the creative arts. Students may not take two terms of Topics of Inquiry in the same area. These guidelines will

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*For sample Topics of Inquiry course descriptions, see Appendix A.

encourage the student to take courses in unfamiliar areas, thus exposing him to new ideas and new ways of approaching knowledge. Although it is not the intent of the Committee to make Topics of Inquiry courses a substitute for the traditional distribution requirement scheme, they will serve, in a limited sense, the goal of opening up new modes of knowledge to the student.

Topics of Inquiry courses will be graded Satisfactory/Unsatisfactory. This grading system, the same one called for in Freshman Studies and recommended here for identical reasons, emphasizes the continuity of the freshman core program.

This extensive reorganization of the freshman year, coupled with an early decision on a major and the elimination of a formal set of distribution requirements, make it imperative that the students receive the best possible advising. Yet this area is one in which Lawrence does not appear to be doing the job well. Complaints about ineffective advising turned up frequently in the discussions held on Academic Aims Day. In effect, freshman advising now consists of a hurried thirty-minute session with students about whom the advisor has only "folder" knowledge--scarcely enough even to give bad advice on. In the hope of rectifying our standing problems and of meeting new needs, the Committee recommends the following re-structuring of the freshman advisory system.

The many important decisions involved in first term program planning make it desirable that the advisory system be tightly integrated with the expanded freshman orientation program. This objective can be attained by placing responsibility for advising freshmen on the shoulders of those who teach Freshman Studies. Under such an arrangement the advisor would have an opportunity to become more familiar with his advisees on a personal basis than is now the case, and he would certainly be more knowledgeable about their intellectual interests and capabilities. The two-week SOC would allow sufficient time for serious advising sessions, especially since the faculty member would not be burdened down with his normal classroom or committee duties. The Freshman Studies instructor would continue in his capacity as freshman advisor after the termination of Freshman Studies, right up until registration period in the spring term. At that time, the student would be encouraged to select the department in which he wishes to major and from which his upperclass advisor will be chosen.

The elimination of formal distribution requirements places an added burden on the advisor. Without a clearly defined scheme of requirements to fall back on, he must guide his students in such a fashion as to assure for them the breadth of intellectual experience that is rightly associated with liberal education. Although ultimately the success or failure of this system will depend on each advisor-advisee relationship, there are some measures of an institutional character which can be taken to assist both the student and his faculty advisor.

First, the Dean of the University should be responsible for drawing up a clear statement of the University's policy on general education. It might speak in familiar language of three or four major areas of knowledge--natural sciences, social sciences, humanities and the fine arts; or it might find other principles by which the many disciplines can be organized--man in his natural environment, man and his communications, etc. Whatever its form may be, however, the policy statement would commit the college to the traditional liberal arts aims of breadth and diversity of academic experience. The Committee anticipates that this statement would serve as the point of departure for all students and advisors in the planning of schedules.

Secondly, the faculty advisor will himself participate in an orientation day program, to be held in advance of the arrival of the freshmen. At that time the Director of the Freshman Program, a faculty member charged with the organization and administration of the freshman advisory system and the freshman core program--Freshman Studies and Topics of Inquiry--will outline the upcoming orientation period, explain to advisors their role in it, and lay down some general guidelines for program planning.

Thirdly, the advisors will be given folders containing the high school records of their advisees. These folders are of particular importance, for throughout the advising process explicit attention will be paid to the student's high school background. Strong and weak points in his education can be determined from it, and the college program can then be drawn up to compensate for noted shortcomings.

So that the advisor will have some basis for evaluation of high school transcripts and the planning of a student's college program, a new set of admission guidelines would be established:

> "The University expects each entering student to have completed four years of English, three years of mathematics, three years of a foreign language, two years of history or social science, and two years of laboratory science. Courses in the creative arts are strongly recommended. If the student

> does not have the full complement of high school courses, his college program will be planned by consultation with his advisor and other members of the faculty to fill glaring gaps."

On the basis of these guidelines, then, an advisor might well consider that a student with two years of a laboratory science in high school has an adequate grasp of the nature of laboratory work. For such a student, additional work in this area might be done in other types of science or science-related courses--philosophy of science, history of science, mathematics, computer skills, etc. Another student, on the contrary, might be encouraged to take laboratory science, should his records indicate inadequate experience along that line. Other examples of counselling based on these guidelines might include strong recommendations for students to take art, music, or foreign language courses.

Finally, since no advisor can be expected to be fully acquainted with the mind, soul, and laws of the several departments, each department should appoint one person, to be dubbed a "professional advisor", who will be available from the beginning of SOC to give special counselling concerning his own discipline to faculty and freshmen alike. Thus, for example, a freshman with considerable skill in mathematics might be referred to the mathematics department's professional advisor who could outline the course sequence most suited to the student's talents.

There can be little doubt that the effectiveness of the freshman year depends to a large extent on conscientious, concerned advising. More time and more effort will be required from those who undertake freshman advising than has been demanded previously.

Most of this work belongs, legitimately, in the normal work load of the Lawrence faculty; but the two-week period of SOC does place an extra drain on an instructor's time. Consequently, the Committee recommends that the freshman advisors be compensated for those two weeks.

The freshman year program as outlined contains what the Committee feels to be the main ingredients for a successful first year of college: a thorough and academically centered orientation; a core program that combines a common experience in liberal education with an introduction to disciplined scholarship; and an advisory system which puts both student and faculty member on the spot to make rational decisions about course planning. The program combines freedom with discipline, while preparing the student for ever greater exercise of his own judgement in the next three years of his education.

The Sophomore and Junior Years

As the second year gets under way, most students will begin concentrated work in the area of their major interest. For those who find the selection of a major too difficult a decision to make on the basis of their freshman year course sampling, another term--or two at the most--would be allowed before the declaration of a major. Judging by the amount of major-switching which now occurs, even after the luxury of two full years of shopping around, it seems unlikely that depriving students of two or three terms in which to postpone decision-making will radically increase the incidence of departmental infidelity.

The concentration, or major, provides in institutionalized form an opportunity for the student to explore one area of study with greater intensity than is characteristic of those courses which introduce him to different disciplines. More precisely, course work in the major serves three objectives: greater knowledge of the field under study; increased methodological sophistication; and the integration of disparate, but related, areas of studies that fall within the field of concentration. There are several paths which can be followed in pursuit of these objectives, three of which are now found in the Lawrence curriculum and which the Committee endorses with only minor qualification--a disciplinary major, the interdisciplinary major, and the student-designed major.

It is anticipated that most students at Lawrence will fulfill their concentration requirement through the traditional discipline-oriented major. The essential structure of the major program--required courses, recommended courses, sequence, etc.--should be determined by the department. In light of the rapidly changing character of many disciplines, periodic departmental reviews of the concentration program should be undertaken, to insure that such programs meet the general objectives laid out above.

The concentration requirement may be fulfilled by pursuing an interdisciplinary major, such as those now available in the natural sciences or in religion-philosophy, or as may be established in the future. The structure of these programs should be determined by the departments involved and information about them should appear in the college catalog and course bulletins, along with information about standard disciplinary majors.

The concentration requirement may also be fulfilled by means of a student-designed major. Such a program would be worked out between the student and his advisor in conjunction with representatives of the departments involved. Although final approval of student-designed concentrations lies with the Committee on Instruction, it is recommended that the approval of the advisor be the main determinant of a program's acceptability.

For each of these programs the Committee recommends that the total number of courses required--or strongly urged to the point of requirement--for a concentration should not exceed 50 per cent of the student's course load during his college career. This regulation does not, however, preclude a student from exceeding that amount, though certainly his advisor should try to dissuade him from excessive concentration. To some, the setting of a maximum load of eighteen required courses may seem unduly restrictive. Such complaints most naturally arise from the sciences, where offerings tend to be sequential and where related courses--e.g., mathematics--form an intricate and large part of the major. To others the figure may seem excessively high, so much so as to invite many departments to load up their majors with required courses. In spite of the difficulty of finding a solution satisfactory to all parties, the Committee felt that some restriction was necessary to curb the enthusiasm of departments for their own offerings. So, it chose the political approach by way of a compromise designed to please no one: the establishment of an arbitrary limitation on required major courses. But the eighteen course figure was not arrived at by sheer guesswork; it closely corresponds to the average number of major courses which our students now take by choice and by force. If one adds to that figure the two major-orientated reading courses recommended for the senior year, the total concentration load would reach the 50 per cent mark. Whether this constitutes an excessive emphasis on disciplinary studies is a matter open for debate; that it substantially departs from present practice is simply not the case.

Required major courses by no means absorb all the time available to the student in his sophomore and junior years. These years are also a time for exploration of diverse areas of knowledge, preferably at an advanced level. Under the present curriculum, Lawrence seeks to attain the objective of broadening its students' horizons through a carefully contrived system of distribution requirements, to be completed by the end of the junior year. While recognizing that cogent arguments can be presented for the maintenance of this or a similar scheme, the Committee recommends that all distribution requirements be dropped and that the freshman core program and required major courses constitute the sole course requirements for graduation.

After extensive debate the Committee reached this crucial decision from two diverse tacks. On the one hand, the elimination of distribution requirements seems consistent with the guiding principles of the curricular reform, especially those which enhance the role of the students in shaping their own education. On the other hand the Committee subjected each existing regulation to careful scrutiny. Here is requirement X: On what ground was it instituted? How can it be justified today? Not surprisingly, defenders of the various requirements gave essentially the same answers to these questions. A given requirement either introduces a new discipline, mode of thought or way of life; or it proves to be of value later on in a student's education; or it is something every educated person should know. In short, the defense of any curricular requirement is substantially that which any faculty member could and would make if he were called upon to justify one of his courses. Given that fact, then, it becomes difficult to retain some requirements while eliminating or modifying others. Since there existed substantial feeling among students and faculty alike that many requirements were not serving their function, the decision was made to discard the scheme entirely.

Lest the impression be left that the Committee played the role of anarchist, tearing down an old structure in the name of student freedom and searing logic, without any thought to what would follow, it might be useful to outline those benefits that would attain the elimination of distribution requirements.

First of all, it would rid the Lawrence curriculum of the more glaring inadequacies of the existing requirement scheme. For example, the notion that the disciplines of philosophy and religion convey roughly equivalent educational experiences is patently absurd in light of the development of modern philosophy. God may or may not be dead; but He is certainly not alive and well in the American Philosophical Review.

The literature requirement could also be challenged, though on different grounds. By identifying exposure to "creative" work solely with the written word, the requirement unjustifiably discriminates against music and art, though a familiarity with the latter two may well prove of equal value to the students' liberal education when viewed over the course of a lifetime.

Finally, the distribution scheme as it operates does not, in many cases, give adequate recognition to high school experiences. As noted earlier in the discussion of freshman counselling, there is no reason why a student with two years of laboratory science in secondary school should be required to take a course in it at Lawrence on the ground that he lacks familiarity with laboratory techniques.

There are, however, advantages of a more positive character. In the absence of a precisely worked out requirement scheme with slots to be filled by courses from appropriate lists, the planning of a student's program will become a major responsibility of the student, demanding from him time, effort and concern--in short, active involvement in his education. Except in the cases of those students whose schedules are dictated strictly by their drinking and sleeping habits, the selection of course A over course B must be accompanied by the exercise of some critical judgment, an exercise made all the more valuable by the absence of narrow limitations on choice. Today's students at Lawrence and elsewhere contend that they work harder and learn more from courses they have selected for valid reasons of their own. There is, of course, no guarantee that the free selection of courses will transform every Lawrence undergraduate into a student, but at least it will scuttle once and for all the argument that poor performance can be directly attributed to the compulsory character of a course. And, looking at the matter more optimistically, the great majority of Lawrence students may work seriously and effectively at planning their programs. If so, they will receive the balanced liberal arts program we espouse as an institutional goal, while at the same time learning firsthand the meaning of individual responsibility. Other, less sanguine results are certainly possible, but there exists no concrete evidence which argues conclusively against an experiment along these lines.

The new curriculum also makes it possible for the student to build a more coherent upper-class program. Freed from a rigid pattern of distribution requirements he may choose his electives with the basic outline of his major program well in mind. Someone interested in intellectual history, for example, might select courses in philosophy, political theory, literature and science. Such a program would add depth to his major while bringing together in a related manner work in several different fields of knowledge. Although this example is, admittedly, an optimum one, it is illustrative of the benefits that can accrue from relatively unrestricted course planning. Some understanding of why a student has chosen the course ought to make him a more perceptive participant in it, and the unfolding relationship of the subject matter of the elective to his major interest should serve a useful integrative function, demonstrating better than any dean's lecture ever could the inter-relatedness of knowledge.

Over the long run, the ability of this curriculum to impart a liberal education to Lawrence students will depend to a very great degree on the advisory system, for it is in the process of advising that the broader vision and experience of the faculty must be reconciled with the students' enthusiasm and with their demands for immediate visible returns from every educational experience. By removing explicit guidelines, the new curriculum makes the task of the faculty much more difficult. It is one thing to count up distribution requirements, making sure the necessary courses have been or soon will be taken. It is quite another matter to sit down with a student, challenge his selections, point out gaps, and seek through rational conversation with him--we almost said "meaningful dialogue"--to persuade him to build a balanced, coherent program. The task is all the harder because the advisor has no powers other than those of persuasion: final responsibility rests with the student. An advisor's signature on a student program merely attests to the fact that the advisor has discussed the program with the student.

Critics may point out that such a system places altogether too much faith in the ability of the faculty to feather other people's nests and in the willingness of young men and women to pay heed to the advice of corrupt members of the academic establishment. Yet the criticism may turn out to be based on an unduly pessimistic reading of Lawrence students and faculty. After all, one cannot expect students living within the context of a requirement system to behave with the maturity and savvy that would be required of them in a non-requirement setting. Nor can the faculty be judged for a task which they have not yet been called upon to perform.

There are, of course, dangers involved in such heavy reliance on advising. Failure to perform the job seriously or overzealousness for one's discipline--to take two examples--could easily weaken the system. Although neither of these problems can be completely forestalled, certain guidelines and procedures can be established which will provide a modicum of supervision over the process and which should ensure the proper measure of uniformity in terms of institutional goals. To that end, the Committee makes the following recommendations.

The upper-class advisor is to be a member of the department in which the student concentrates. In the case of a student-designed major or an interdisciplinary one, the faculty member most involved in the topic would serve as advisor. In carrying out his duties, the advisor would utilize the student's freshman year program, guidelines set by departments for their majors, the student's interests, and, finally, his own experience as a student and teacher.

Of particular importance are the guidelines set by departments. Each department, when drawing up its major requirements, should also be held responsible for identifying areas outside the immediate concentration program which could be profitably explored by its majors. If the department thinks in terms of the total education of its students, there should be no problems of parochialism.*

The Committee also recommends the establishment, under the chairmanship of the Dean of the University, of a Program Review Board, composed of the department chairmen and the Director of the Freshman Program. This Board would be charged with the responsibility of providing general guidelines for departments to follow in instructing their advisors and it would review the pattern of registration of each department's majors. The Board would call any consistent departures from a reasonably balanced program to the attention of the department concerned.

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*See Appendix B.

The Program Review Board stands at the top of the advisory ladder, which reads, in descending order, Program Review Board, department, advisor, student. In this capacity, the Board will supervise the whole upper-class advisory system, while supplying Lawrence with some much-needed information about the shape of its students' education.

The Senior Year

As the basic guidelines for the new curriculum were drawn up, the senior year was deliberately set apart as a time of summation and integration. To a certain extent, the senior year performs that task now, if only because it comes last; but it does not, judging from the comments of students and faculty, appear to be doing it very well. Students repeatedly call attention to the paucity of courses integrating material within a discipline or on an interdisciplinary basis. There are some University Courses, but they are hardly numerous enough to go around. For the most part, seniors take courses which vary not a whit in format from every other course they have taken. Yet the students argue, and plausibly, that there should be an opportunity to make use of the skills and knowledge they have accumulated in the first three years of their education--particularly skills in the areas of their concentration. The students also strenuously object to the departmental examination. They dislike the timing of it; they dispute the examination as a graduation requirement; and many contend that it serves no useful pedagogic function.

The faculty as well have reservations about the senior year. Some would like to see more senior year independent work, coupled with senior level seminar-type work. There are so many opinions about departmentals that one can only breathe a sigh of relief that the Educational Testing Service, and not the Lawrence faculty, has the job of writing college entrance examinations. Still, there was considerable opinion in favor of retaining--and if possible, upgrading--departmentals. And there is scarcely a faculty member who has not felt the crush of work in the third term--most of it connected with seniors. Honors papers must be read, honors examinations must be attended, registration for the next year has to be carried on, while at the same time one is supposed to teach courses which seniors systematically boycott to meet other, more pressing obligations. Here, as in the case of freshman registration, the attempt to do too much in too little time impairs the quality of Lawrence education.

It is obvious from the breadth of complaints and from the occasionally conflicting and always demanding character of the proposed remedies that no single solution to the problem of the senior year, radical or otherwise, is likely to materialize. Yet it should be possible, by revising existing programs and adding a few new ones, to make the senior year a distinct educational experience, one that faculty and students will find profitable.

To meet, in part, the student argument that the senior year needs varying fare in terms of course work, the Committee recommends that each department encourage its senior students to engage in at least one term of independent study. Not many Lawrence students do so: perhaps more should. Of course not every student is qualified or adequately motivated for the rigors of independent work, and for that reason the Committee has not asked that it be made mandatory. But there are students at Lawrence--it is impossible to know how numerous they are--who have shied away from an independent studies project because of its intimate connection with the honors program. Fearing involvement with such a large and long-term project, or perhaps doubting their own qualifications, they have purposefully avoided independent studies. For such people a one-term independent studies project on a topic of manageable size might well be an exciting change of pace from regular course work.

Under this proposal, a student interested in independent study would determine the topic he wished to pursue and then assume full responsibility for its completion. The student's major department would assign to him a faculty advisor for the purposes of approval of the topic and general supervision of the project. At the end of the term, the advisor would evaluate the student's completed work: a short thesis, a report on an experiment, a product of creative art. Although it seems most likely that independent work would be undertaken in a student's major department, he should certainly be permitted to undertake independent work in non-major areas, with any faculty member willing to assume the role of advisor.

Independent study as outlined here closely resembles the present tutorial program--with two exceptions. First, faculty members frequently play a strong role in the development of tutorial topics, whereas in independent studies the student's interest should predominate. Secondly, tutorials normally involve periodic conferences in which tutee and tutor discuss readings or laboratory projects. Student-faculty contact in independent studies work would be much less frequent, normally confined to the initial discussion of the topic and occasional conferences should the student feel the need of them. Although these are differences of degree, they are not unimportant, and the two programs are clearly distinguishable. The Committee does not intend for independent studies to become a substitute for the existing tutorial program, which it supports fully.

This program of independent studies should also be distinguished from independent studies leading to honors, the continuation of which we endorse. Our aim is not to expand greatly the number of honors projects, but to provide more students with an opportunity to try out this type of work. If, however, a student's performance and project in a one-term independent study justify, in the eyes of his advisor, the extension of his study into a year-long independent study-honors project, the advisor should be allowed to offer the student this opportunity. Since this situation would most likely arise in the case of a project undertaken in the first term of the senior year, departments, when they advise majors at the end of their junior year, should make every effort to identify not only those students who will be actual candidates for honors in independent study under the present arrangements, but also those students who may be potential candidates and shall, therefore, be advised to enter the one-term independent study in the first term of their senior year. We want, of course, to maintain the standards of honors work at Lawrence and do not mean the above suggestion to lead to the lowering of its quality.

Independent study does not exhaust, however, the possibilities for diverse types of senior year course work. Just as work alone has its benefits, so too are there unique advantages to be derived from group work at an advanced level. Hence, the Committee recommends that each department offer its majors either a research seminar or a senior colloquium, or both.

Where possible, the subject matter of the research seminar should be closely related to the current research of the seminar's instructor; at least it should be closely identified with the instructor's current scholarly preoccupation. The tailoring of the topic to the instructor's interest should produce a course in which the student finds himself in a new role--that of research apprentice. As such, he would explore in depth a single problem in his discipline, and, in doing so, acquire a working experience with one or more methods of investigation. Through such an experience the student would surely acquire an appreciation of the problems and pleasures of scholarly activity. Moreover, he should gain an added dividend by observing his instructor teaching in the area of his professional specialty.

The instructor, for his part, would find in the research seminar an opportunity to integrate his active scholarship with the instruction of students. Though much is said about the integral connection between teaching and scholarship, in actual practice at Lawrence, the level and breadth of instruction necessary for undergraduate teaching limits this relationship to the most obvious level--i.e., to teach well one must read books. Active scholarship and reading books are not, however, equivalent exercises. Although the research seminars should not be identified with graduate seminars either at the level of instruction or in the benefits to be garnered by those who teach them, they should contribute positively to the scholarship of the Lawrence faculty.

In place of or in addition to the research seminar, senior colloquia could also be offered by the various departments. The colloquia, seminar-type courses, would be designed to give the student a sense of how the skills and knowledge acquired through course work in the major could be applied to the study of a specific problem. An alternative format for the colloquia might involve an intensive examination of the conceptual foundations and broader ramifications of a discipline--important questions that all too often get ignored in the rush to cover ground. When possible, themes dealt with in senior colloquia should take into account the interests and wishes of the students who participate in them, as a counterbalance to faculty-dominated research seminars.

Finally, by way of administrative arrangements, the Committee recommends that the research seminar-colloquia program apply equally to students majoring in any one of the established disciplines and to those with pattern or student-designed majors. Seniors in the latter two categories would enroll for seminars or colloquia in those departments whose disciplines come closest to the core of their work. Student performances in research seminars or colloquia would be evaluated on a Satisfactory/Unsatisfactory basis.

In drawing up this proposal, the Committee was well aware both of the pedagogic value and of student interest in interdisciplinary seminar work at the senior level. Indeed, the few courses of this character recently offered have proved highly successful. The Committee fully endorses the notion of upperclass divisional and interdisciplinary course work, but has pulled up short of recommending that such work be made mandatory because of the high cost of team teaching. Unless and until the number and distribution of the Lawrence faculty changes substantially, the Lawrence community will have to be content with tokenism at the interdisciplinary level

The need to provide new and improved products in the line of course work constitutes only one of the two great issues of the senior year; what to do with departmental examinations constitutes the other. Criticism of the examinations, briefly touched upon earlier, ranges from eloquently couched objections to them on pedagogic grounds to the involuted argument that Lawrence should avoid departmentals because schools of greater reputation have them. It is possible, with only a minimum risk to the integrity of the debate, to reduce the whole matter to two questions. Can senior year departmental or comprehensive examinations serve a useful function in the education of Lawrence students? If so, should the examinations be made requirements for graduation? These questions must be given firm answers before the important, but secondary, matters of administration can be dealt with. Since the institution of departmentals at Lawrence in 1964, there have been two extensive faculty reviews of the merits of such examinations. In both instances the investigating committees have reported that the majority of the faculty favored maintaining the examinations, and each study committee submitted a recommendation that they be retained--with slight modifications. Anyone interested in a complete review of the arguments offered in defense of the departmentals is urged to read these two reports: here the intention is simply to draw upon those arguments in order to supply answers to the two questions posed above.

To argue that there is no need for departmental examinations is to argue that there is nothing to examine, that the student's college career has not been spent developing skills of communication and acquiring a certain body of knowledge, but has, instead, been spent immersed in some kind of vague collegiate atmosphere, too rarified and too individualistic to be tested by anyone. It is true that any student whose education genuinely reaches him will have had personal experiences that do not lend themselves to evaluation in three-hour quanta. Still, college is more than just another "trip", with internal experience the king. The graduate of a liberal arts college should know something, he should be able to think about it a little, and communicate his thoughts effectively if not gracefully. These qualities can be tested, and in their testing, standards of achievement are set for the institution. These standards are not unreasonably high, as anyone who has ever graded departmentals knows; yet they do establish a level of achievement which must be met if one is to receive a Lawrence degree. If Lawrence cannot speak of quality and excellence in those terms that are measureable, then it cannot speak of them at all.

It is not the student body alone, however, which is up for judgment when departmental time rolls around; for in addition to their check on his performance, these examinations inevitably reflect the competence of Lawrence's faculty and the effectiveness of the school's curricular arrangements. Thoughtful reading of departmentals can uncover subjects that are inadequately dealt with--or perhaps omitted--in individual courses or in departmental programs. Such knowledge can lead to improved teaching at Lawrence.

The first question, then, can be answered affirmatively: departmentals do serve a useful pedagogic function. There remains the question as to whether a passing performance in them should be a requirement for graduation. Before dealing with the problem in abstract terms, it might be useful to meet in practical terms the principal student argument against the requirement. They contend that it is unfair, after a student has completed four years of course work, to prevent him from graduating because of an unsatisfactory performance in three to six hours of departmentals. Such an argument is based on two misconceptions: (1) that departmentals require the student to do tasks that differ radically from those he has been asked to do in routine course work; (2) that the level of performance required far exceeds that which has been considered satisfactory in his previous studies. In fact, while the character of the departmentals may be somewhat more general so as to test the student's ability to integrate work in his major, they must of necessity deal with the same subject matter and methodologies that the student encountered in over two years of concentration. And, certainly, standards are not suddenly elevated at the end so as to trip the unwary: the faculty has no vested interest in keeping students, especially the less talented ones, on campus for a fifth year. Since the departmentals are not qualitatively different from other testing these students have encountered, and since their content is derived primarily from courses which these students have already taken, there should be no cause for fear of the examination--unless, of course, the student paid no attention whatsoever to his major courses. But in that case it would not be the departmentals which would bring his downfall, but **his** own failure over a prolonged period of time to get the education offered him.

The preceding argument serves as an assurance that students who do satisfactory work need not fear departmentals, but it does not provide the needed justification of the requirement itself. Perhaps the best way to approach this task is to fall back on the very spirit in which this curricular reform has been worked out--namely, increased responsibilities for the students in the planning and execution of their education. The Committee has, wherever possible, consciously sought to extend that responsibility even to the point of giving the students the opportunity to educate themselves most illiberally. Yet the granting of increased responsibility to the students does not mean, any more for them than for other members of society, that they can be heedless of the consequences that follow from the exercise of it. The objective of Lawrence is to impart a liberal education to its students. Although the faculty may be willing to extend the students' responsibility in working out that education, it must, for the sake of its own and of the institution's integrity, reserve the right to judge the education of Lawrence students. Responsibility without accountability is a meaningless concept.

The Committee therefore recommends that departmental examinations be retained and that a passing performance in them be required for graduation. In order to preserve a maximum of flexibility, the make-up of the departmentals should be left to the discretion of the individual departments--with the provision that the examinations test the student's understanding of several main areas of his major, ability to integrate course work in his field, and competence in the skills of his discipline. Serious evaluation of the examinations, department by department, should be undertaken yearly by the Dean of the University to make sure that the major objectives of the program are being met.

Having concluded that departmentals rightly belong in the Lawrence curriculum, the Committee then directed its attention to the second category of criticism--that which deals with the administration of the examinations. Coming as they usually do sometime during the third term, the departmentals have a disruptive effect on the whole educational process. Student preparation for these examinations must be superimposed on the regular three-course load; the result is often a decline in the quality of work both in departmentals and in courses heavily populated by seniors. Moreover, once the examinations are over, the seniors quite naturally breathe a sigh of relief and coast to the end of the term.

The Committee feels that many of the problems connected with departmentals in particular and with the senior year in general can be alleviated by devoting the entire third term of the senior year to review and integration of materials within the concentration and, on occasion, to general reading. To that end, the Committee recommends the following specific revisions in the curriculum. In the spring term each senior would enroll either in a research seminar or a senior colloquium, as described earlier. He would also register for one or two (or none--at his discretion) reading courses to be designated Senior Studies I and II. These reading courses are not to have any definite format nor are they to involve faculty participation in any programmed way. What the Committee is seeking to accomplish through Senior Studies I and II is to provide time--free from classroom work, papers, hour examinations, etc.--in which the student can review course work in his concentration, complete reading lists for concentration examinations (in those cases where departments issue such lists), and consult with faculty members on problems that arise during review. We are, in effect, recommending that students be given two credits for reading whatever they feel they should read to prepare for departmentals and to round out their education. Senior Studies I and II would terminate with the administration of departmentals (in whatever form they occur--written exams, theses, or orals) during the eighth week of the term. That timing would leave one week for the faculty to read the examinations and another for them to discuss the results with the seniors. This latter point deserves particular attention. Our students point out, and rightly, that after extensive review and the effort of writing lengthy examinations, the educational process comes to a grinding halt. They have attempted, in response to the questions, to write something serious about their major topic: but the dialogue is concluded in most cases with the posting of Pass/Fail lists. Hence, the suggestion that departments talk over the questions and make a general assessment of student performance.

Before discussing the implications of this program, the following modifications and qualifications should be noted. No student should be forced to register for Senior Studies reading courses; if he prefers regular course work he should be permitted to take it. Students who wish to take a course in the major but who do not want to sacrifice a reading course, should be encouraged to audit the course. Alternatively, they might be allowed to enroll for the course but not be required to take the final examination. Students who have practice teaching in Term III should be permitted to take their reading courses in Term II. Finally, given the increased preparation time allowed to the students, the maximum limits on the length of the examination should be extended accordingly.

Though scarcely an answer to all the problems that beset the senior year, this program does meet the most pressing ones: demands for different types of learning experiences and adequate time to prepare for an event as important as departmental examinations. It gives the seniors an opportunity to work on their own in reviewing areas of concentration, while at the same time insuring for each of them a seminar type experience. The large amount of unencumbered preparation time should make review for examinations a more meaningful experience educationally, and the lengthened examinations should be a better measure of these students' achievements than the present examinations are. Moreover, both those factors make possible greater flexibility in the drafting of examinations. Some departments may wish, for example, to review their senior requirements and/or departmentals to permit treatment of subject matter related, but not directly covered by the formal major--in other words, a move in the direction of comprehensive examinations as opposed to departmentals. The Committee does not wish to make policy decisions or recommendations along this line; the point is simply to demonstrate the flexibility of the proposed reform. Finally, the program would introduce a positive alternative to the chaotic and frequently unproductive character of the third term of the senior year, when demands of departmentals, boredom with conventional courses, and anticipation of post-graduation experiences compete for the energies of the seniors.

There remains one more problem concerning the administration of departmentals. Student sources indicate that a number of departments fail to inform their majors in adequate detail of the nature and timing of the examinations. To rectify these shortcomings, the Committee recommends that the following steps be taken. The Chairman of each department or committee offering the examination will be responsible for the preparation of its description. The description will include:(1) an outline of preparation necessary for the examination, with recommended bibliographies, reading lists, and other useful study guides; (2) a description of the style and content of each part of the examination; (3) at least one sample examination selected from those given in recent years, or newly composed, whichever can best serve as a guide to preparation; (4) an examination schedule showing the date on which each part of the examination will be administered. This description should be distributed to candidates for the examination at the end of their junior year.

Calendar

The last word in this discussion of the curriculum belongs to one of the hardier faculty lounge perennials--the calendar. Most of the Lawrence faculty are, all things considered, satisfied with the 3-3 system, and our students show a marked preference for it. But the term system has its vigorous opponents, primarily in the Conservatory and in the foreign language departments, though they can be found elsewhere as well.

Three major arguments have been adduced for abandoning the 3-3 and returning to the semester system. First, in courses where certain skills are crucial, as in music performance or foreign languages, the ten-week term does not give the student sufficient time to develop them. While it is possible to put a semester's worth of grammar into a term, it is not possible to put a fourteen-week exposure to a language into a ten-week period. Secondly, humanities and social science faculty point out that the rapid pace and short duration of the term course make it difficult for students to write long papers well. In many cases, students must choose topics and begin research long before the main themes of the course have been developed or before they have had exposure to topics that may be of particular interest to them. If the papers are due in the eighth or ninth week of the term, the time available to the student is still further restricted: if the due date is set at the last class meeting, the completion of the paper conflicts with preparation for final examinations, especially since there is no reading period. The third argument against the term system is shared by all its critics: courses go so fast that a student has no chance to reflect upon their content or to follow up through outside reading ideas that have proved exciting. The shorter the course, this argument holds, the more mechanical the learning. Understanding requires time as well as work.

The Committee investigated several possible calendars: the 4-1-4, the semester system, and the term system with modifications. Each one had features to recommend it, but each had its problems, too.

The 4-1-4 involves an increase in the teaching load per term and there is some reason to question the effectiveness of the winter study period: although it might prove extremely beneficial to the better students, it could degenerate into make-work for the less talented.

The semester system is regarded by many as the ideal solution from a pedagogical standpoint (though some Lawrence scientists might dissent from this judgement), but it has two major disadvantages. First there is the increased teaching load. As long as the Lawrence faculty remains at roughly its present size, the teaching load per semester would have to be three courses plus tutorials. Most instructors feel that their teaching effectiveness drops off sharply when they carry three courses at a time. Moreover, such a schedule reduces still further the limited time available for faculty scholarship.

Secondly, the students object to the semester system because of the increased course load which would necessarily follow its reestablishment. It is difficult enough, they argue, to give full and equal attention to three courses at any given time; a load of four or five would necessitate either sketchy treatment of all courses or concentration on some at the expense of others. It may well be that four courses a term or five a semester constitutes an oppressive and pedagogically unsound course load, but it should be noted that the semester system with a four course load works satisfactorily at a number of quality institutions.

On the basis of these objections by faculty and students, then, neither the 4-1-4 plan nor the semester system seemed a likely candidate to replace the 3-3. Therefore, the Committee focused its deliberations on various ways of modifying our present calendar.

One means of adding flexibility to the 3-3 is to allow for courses of different length, which, nevertheless, operate within the basic term system. Carleton, for example, modified its term calendar to allow for three basic types of courses: the five week course; the term course (ten weeks); and the extended term course (fifteen weeks). These courses carry different credits, depending on the number of class meetings each week. Carleton's program has been designed to minimize disruption of the standard term course by prohibiting final examinations in the five week courses and by requiring that final examinations in the extended courses be given at the same time regular course students are examined. Thus the extra five weeks of the extended term course becomes either a post-final examination period for the writing of research papers or the completion of similar projects, or a reading period in advance of actual class work in a third term course.

The Carleton system, in providing extra time for reading and for the writing of term papers, comes closest to meeting the objections of our social-science and humanities faculty; but it does not meet the requirements of the Conservatory and of the foreign language departments for an extension of the regular instruction period. That can be achieved only through a semester-type program. Therefore, the Committee explored the possibilities of devising a schedule which would allow some semester courses to be run simultaneously with the basic term system. Such a system can be arranged in one of two ways. Either the semester remains intact and is completed before Christmas vacation, thus splitting the second term, or the term system remains as it now is, with the semester broken by Christmas vacation. A sample program of the former type can be found in the Appendix, along with a general diagram of the term-semester arrangement.*

The Committee recommends, therefore, that instructors be given the option of teaching semester courses as well as term courses. Permission to teach semester courses must be obtained from the Committee on Instruction.

Needless to say, this innovation is not without its drawbacks, for otherwise the Committee might well have recommended the re-institution of the semester system. According to this proposal, every course--term or semester--grants one credit. Thus the student receives no extra credit for five additional weeks of work. Furthermore, he must, if he chooses to take semester courses, carry an extra course load at one time or another in order to obtain enough credits for graduation.

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*See Appendices C and D.

Similarly, the instructor who teaches a semester course receives only one credit. Therefore, he must, at certain times each year, teach three courses at once.

In spite of these shortcomings, the Committee has decided to make a positive recommendation on calendar revision. It seems unreasonable, when some alternative is available, to force certain segments of the University to utilize a calendar that they feel to be pedagogically inadequate. On the other hand, the outright replacement of the present calendar did not appear possible. Hence, the proposal, and its weaknesses.

CHAPTER III

MISCELLANEOUS CURRICULAR PROGRAMS

The Committee did not rest following the creation of a new four-year scheme and a revised calendar; instead, it went on to study several other curricular matters which, for want of integral ties among them, fall under the rubric of miscellaneous items.

Advanced Credit and Advanced Placement

In dealing with talented students the University has two major problems: (1) identifying and attracting them and (2) providing a stimulating and challenging program for them once they have matriculated.

In our opinion the secondary school students who enter into advanced placement courses possess intellectual curiosity and motivation beyond the average Lawrence University freshman. Advanced placement courses are designed to provide college level educational experience for selected students in secondary schools. Advanced placement students culminate their course experience by writing advanced placement examinations administered by the Educational Testing Service. These examinations, partly written in essay form, are graded by college and university teachers--several Lawrence faculty members have graded them--and are assigned grades of 5--very well qualified, 4--well qualified, 3--qualified, 2--perhaps qualified, and 1--no recommendation.

An analysis of advanced placement students who have entered

Lawrence in the last three classes shows that those who have scored 3 or above on their advanced placement examinations performed here better than the average student. The extent of this superiority is greatest after one year at Lawrence and diminishes consistently until after three years the performance of advanced placement students differs little from that of other students. The following table from the academic year of 1967-1968 shows the number and the performance of advanced placement students at Lawrence for the classes of 1969, 1970, and 1971.

1	2	3	4		5	
Class	N°. of AP Students	N°. of Column 2 with grade of 3 or above	N°. of Column 3 in top half of LU Class	%	N°. of Column 3 in top quarter of LU Class	%
1969	47	31	16	52	6	19
1970	37	25	15	60	6	24
1971	36	20	16	80	9	45

One can interpret the above data in two ways. First, the advanced placement experience orients students to college level work so that they perform very well as compared with other students during their freshman year. As non-advanced placement students become accustomed to college work, the advantage and performance superiority of advanced placement students disappear by the senior year. Or, secondly, advanced placement students are absolutely better as shown by their freshman year performance. As they continue at Lawrence, they are forced into a "world of mediocrity"; they perform below their capabilities and are reduced to average students by their senior year.

Lawrence University's policy toward advanced placement students is, at best, ambiguous and, at most, undefined. There is no

University policy, as each department has essentially the right to determine its own. The Committee urges the University to seek advanced placement students aggressively by standardizing and liberalizing its advanced credit and advanced placement policies.

We suggest that advanced credit be treated in a manner similar to our present policy of handling transfer credits. Lawrence grants credit toward graduation for satisfactory work in an accredited institution when the subject matter of the course either duplicates substantially that of a Lawrence course or is consistent with a course which might be offered at Lawrence. When we deal with advanced placement courses we must be willing to give credit in a discipline for work completed satisfactorily whether or not the same material is covered in a course at Lawrence. We should recognize that a secondary school providing advanced placement courses is, in that aspect of its endeavor, an "accredited" institution. In no case does the award of credit necessarily imply credit for a particular course in the Lawrence curriculum.

When discussing advanced credit and placement with our colleagues we detected a tone of defensiveness as we touched on Lawrence courses. While we all agree that as a University we must be confident of our curriculum and courses, we must not be overprotective. There is obviously a wide range of quality in the schools Lawrence students attend during summers or prior to transferring to Lawrence. We sometimes question but ordinarily accept course credits of summer school or transfer students for work appropriate to the liberal arts. We must accept the notion that a secondary school, where geared to do so, can offer work comparable to our own courses at the introductory level. Students who score well on examinations covering that work should receive college credit toward graduation just as a summer school student receives credit toward graduation with transfer credits.

We recommend that the following guidelines for advanced credit be adopted: (1) If an advanced placement student scores a 5 or 4 on his advanced placement examination, he will be awarded at least two term courses credit in the discipline of his advanced placement course. (2) If he scores a 3 or under, the department will determine whether any credit is to be granted.

The defensive stance of some faculty members rests on the argument that unless a student has had a Lawrence introductory or prerequisite course he is in no position to take a more advanced Lawrence University course. We have pointed out that advanced placement students are a special category. They should be identified by the faculty and given special help as they orient themselves to the Lawrence approach to a particular discipline. Since advanced placement students appear to be superior, we should be willing to expend this added effort. In any case, such students should catch on rapidly and quickly work their way toward a level of performance commensurate with their ability. This technique of special handling is preferable to forcing students to repeat courses unnecessarily.

Consequently, while the Committee supports the present policy of leaving advanced placement--exemption from certain required or prerequisite courses--at the discretion of individual departments, it recommends the expanded use of examinations devised, administered and evaluated by the Lawrence faculty to determine the proper placement of talented students.

Exemption Examinations

Most departments at Lawrence **have** long offered examinations to all students who sought to exempt themselves from certain distribution requirements or prerequisite courses. The Committee recommends the expanded use of exemption examinations in order to help our students avoid unnecessary and undesirable repetition of academic experience.

If the proposal of the new academic program is adopted,. there will be no need for us to be concerned with that aspect of the exemption examination that deals with distribution requirements. The principal purpose of the examination would then be to exempt students from prerequisite courses and to assist departments in placement **decisions**. This limitation in function will not diminish its significance. Many secondary schools are doing an excellent job in preparing students for college in specific areas. Where the specific nature of the secondary school background and preparation warrants such an attitude, we should be willing to recognize the adequacy of the student's experience, just as we hope graduate schools will recognize our expertise in certain areas.

We urge that the exemption and placement examination procedure be given more publicity to freshmen and that they be encouraged to use it. The exemption examination opportunities should be given a more prominent place in the Student Orientation Colloquium so that each student is able to write out of courses in more than one area. In the past, the scheduling virtually precluded his taking more than one exemption examination. The University should also consider offering exemption examinations at times other than during the Student Orientation Colloquium so that our students may take them under conditions different from those characteristic of the first week or two in a completely new place.

Grading System

The Committee reviewed the Pass/Fail grading system in light of its present operation and in terms of the proposed changes in the basic curriculum. As a result, it recommends the extension of this system as well as a substantive change in the character of this evaluation.

As outlined in the section on the freshman year, every first-year student's Freshman Studies and two Topics of Inquiry will be graded on a Satisfactory/Unsatisfactory basis. The Committee also recommends that each student be permitted the option of taking one course per term--outside his major department--on a Satisfactory/ Unsatisfactory basis during his sophomore, junior and senior years. As the rule now stands, the privilege of taking one non-major course Pass/Fail each term applies only to juniors and seniors; but the proposed curricular changes, in particular the declaration of the major at the beginning of the sophomore year, in effect make our second-year students upperclassmen. It only seems logical, therefore, to extend Satisfactory/Unsatisfactory courses to the sophomore year.

Those in attendance at the epochal debate at the faculty meeting of March 7, 1969 will attest to the confusion that exists concerning the meaning of Pass/Fail, or, more precisely, what constitutes a failing performance. The prevailing view seemed to be that Pass/Fail students were graded through the term on the same basis as other students and that work at the D- level or above was awarded a passing grade. A minority held the opinion that a passing grade was passing and a failing grade was failing and that there was no particular problem telling them apart. Regardless of which of these systems an instructor follows, it seems likely that passing grades are granted on occasion to work of dreadful quality; and, in fact, expressions of faculty opinion on the Pass/Fail system contain frequent references to students who consciously do the least possible work necessary for a passing grade--an attitude and practice that is not part of the philosophy of the Pass/Fail system. Not only do such students short-change themselves educationally, but they can also disrupt an entire class by failure to attend discussion sections, unwillingness to submit reports on time, etc.

To meet these problems, then, the Committee recommends that courses previously marked Pass/Fail henceforth be marked on a Satisfactory/Unsatisfactory basis, with a satisfactory grade being equivalent to C- or above and an unsatisfactory grade equivalent to a D+ or below. A grade of Satisfactory would grant the student course credit toward graduation; it would not be figured into his cumulative grade point average. An unsatisfactory performance would not confer credit; it would, however, be figured into the cumulative average in the same manner as an F in a graded course would be. There is one exception to this rule. As noted in the section on the freshman year, an unsatisfactory grade may or may not, at the discretion of the instructor, carry credit for Freshman Studies and the two Topics of Inquiry.

A student must declare his intention to take a course on the Satisfactory/Unsatisfactory basis no later than two weeks after the first meeting of the course. The decision is not an irrevocable one, as "grade-grubbers" will happily note. Up to and including the eighth week of the term, it would be possible to change a course from Satisfactory/Unsatisfactory to a graded basis. Thus, for example, a student maintaining a Satisfactory and earning an A may change to a graded basis and receive--he hopes--an A. Or, in a less happy situation, a student earning a grade of Unsatisfactory who is performing at the D level may change to a graded basis in order to receive credit for the course.

The Committee feels that this revision of Pass/Fail is more than a semantic one, for it demands of our students sufficient involvement in courses graded on a Satisfactory/Unsatisfactory basis to work at the C, or "average" level of performance. To do otherwise is to earn a D or to lose credit entirely. In this way, we hope that the extension of the Satisfactory/Unsatisfactory option will not adversely affect the level of student performance; if anything, it should be an improvement over the present system.

Student-Designed Courses

The next item of miscellany is a proposal that Lawrence students be allowed to design and execute their own courses for which full credit will be given. The purpose of such a program is to provide credit courses in legitimate subjects which do not normally find their way into the curriculum of a liberal arts college. Under this program several students with a common interest, or a group of students with related interests, would assume full responsibility for organizing and executing student-designed courses, though it is expected that they would consult appropriate members of the faculty.

Though intent upon creating a program that would be flexible enough to accommodate student needs, the Committee sought to maintain traditional Lawrence standards for course work. To that end it recommends the following procedural guidelines for student-designed courses: (1) they should be open only to students with sophomore standing or above; (2) at least three students should submit, sufficiently in advance of the beginning of a student-designed course, a prospectus containing statements on the subject matter, format, reading list, and formal requirements (papers, reports, exams, etc.) for the approval of that faculty member who will either enroll in the course as an informal member or agree to act as an advisor for the course; (3) the course should be approved by the appropriate Dean or university committee, presumably the Committee on Instruction; (4) students should be graded by the participating faculty member or faculty advisor on a Satisfactory/Unsatisfactory basis. Because of the nature of the course, it will not be possible for students to change from S/U to letter grades.

While the Committee recommends this program as a means of keeping the Lawrence curriculum responsive to the needs of our abler students, care must be exercised in the administration of it to make certain that academic credit is granted only where it is due.

Writing for Credit

The Committee explored still another means to meet the challenge posed by the talented student--namely, allowing him to pursue on his own the syllabus designed for a formal course. Technically, it is possible for him to do so under our present curriculum, since in many courses class attendance is not a requirement. In such courses a student may earn credit by submitting required papers, laboratory reports, etc., and by successfully passing required examinations. Implicit in the present arrangement, however, is the assumption that the student be in residence and be registered for the course. It scarcely seems necessary, though, to demand formal registration when attendance does not figure in the assessment of the student's performance. Hence the Committee recommends the following policy statement, designed to encourage talented students to secure college credits by independent completion of formal course work. "Any Lawrence University student may seek to write for credit in any course offered at the University. The student must secure in advance the department's approval and the department's specification of the requirements for the course; that is, papers, reports, and examinations. The student may do this work during any term or any combination of terms including the summer--over a period not to exceed one calendar year. He may elect to follow the above procedure on an S/U basis provided he has not exhausted his S/U options in other courses. Anyone who wishes to write for credit must be enrolled as a full-time student in the University."

The Committee recognizes that courses where class participation is a crucial part of the learning experience--seminars, laboratories, courses with oral reports, etc.--do not fall under the purview of the proposal, and would not receive departmental approval for credit by independent study.

Scholar of the University Program

Although the two preceding programs seek to loosen somewhat the constraints imposed by the existing curriculum on Lawrence's more talented and ambitious students, they have been designed to fit within the traditional educational framework of the term course granting one credit and evaluated by written examination and formal papers. As such, these programs as well as independent studies and tutorials, whatever their merits, offer only disparate and isolated departures from the general pattern of course work. While these variants adequately meet the needs of most of our students, there are each year a number of highly motivated, responsible students for whom an entirely different form of education might prove most suitable. The Committee has, therefore, drawn up a proposal--the Scholar of the University Program--whereby a small number of select students would be allowed to pursue their education with a minimum of institutional constraints, such as course requirements, final examinations, and grades. A few years ago, a version of this program, worked out by Professor Rosenberg and a group of his students, was discussed in the Committee on Instruction, though no final action was taken. Their plan served as a model for the development of the Committee's proposal.

The freedom entailed in the Scholar of the University Program provides the following advantages to the participants: encouragement to explore rigorously subjects of particular interest;

the right to use any educational facility of the University without having to meet established requirements or being held back by traditional limitations; and an opportunity to accomplish his work in time intervals of his own choosing, varying its pace as conditions warrant.

Students would be eligible to enter the Scholar of the University Program either at the beginning of their sophomore or junior years and would remain in the program until graduation, assuming they desire to and assuming their performance is satisfactory. The selection procedures would conform to the following outline. A nomination by a faculty member--to be made at the request of an interested student--would be submitted in the spring term preceding the academic year in which the student wishes to enter the program. The nomination would be processed by a subcommittee of the Committee on Instruction whose responsibility it would be to administer the Scholar of the University Program. The subcommittee would evaluate applicants for the program on the basis of a written statement from the student, a personal interview with him, and recommendations from faculty.

Upon admission to the program, a Scholar of the University would then formulate, in conjunction with his advisor (most likely the man who nominated him), a plan of studies consistent with the overall curricular aims of the University. The plan would lay out in general terms the proposed areas of study for the upcoming year, and then deal in more specific terms with the course of studies the student would pursue in the first term. Several specific courses of action would be open to the Scholar of the University. He could take any number of regular courses or seminars, either on a graded or non-graded basis. He could also--and here is the real innovation of this program--work with one or more faculty members who would serve as tutors, guiding him in the areas of their competence. Of course, in planning out his year the Scholar of the University must secure in advance the consent of those whom he wishes to have as tutors. Presumably, most participants in this program would arrive at a schedule embracing both course work and tutorial study--the proportions to depend on their preparedness, abilities, and interests.

While the program has been set up to minimize institutional constraints, it has not been created to avoid or water down institutional goals. Therefore, study plans worked up by Scholars of the University should reflect the breadth of educational experience contained in whatever general education guidelines the University might have. They should also include the equivalent of a concentration in keeping with the spirit of the recommendation on concentrations. The Scholar of the University Program subcommittee would be responsible for reviewing student schedules to make sure that they conform to the basic principles of liberal education at Lawrence.

Although one of the stated goals of this program is to free students from hour examinations, papers, finals, etc., it does seem desirable to maintain some checks on their progress. At the end of a course or a tutorial with a Scholar of the University, the faculty member involved would direct a written communication to the student's advisor, certifying and evaluating his work. In addition, the student himself would be expected to keep his advisor apprised of his progress.

At the end of each academic year, the Scholar of the University would be required to pass either a written or an oral examination, administered jointly by his advisor and tutors. At the end of his senior year he would submit an honors thesis and be examined on it in the customary way.

If for some reason a student's work is unsatisfactory to his advisor and tutors, the student may be removed from the Scholar of the University Program at the end of any term. At that time an attempt would be made by the subcommittee to assess the student's achievement and to assign grades for his work during the term just concluded. The student would receive grades for three term-course credits of work; as many as three separate grades might be assigned in order to distinguish between satisfactory and unsatisfactory work in each area in his program. Previous satisfactory terms would be recorded Satisfactory and would not count in the student's grade-point average.

The one obvious problem which the Scholar of the University Program brings to the fore is what will happen to the participant in it when he applies to graduate or professional school. The absence of a fixed number of course credits and a cumulative grade-point average correct to two decimal points may confound and confuse graduate admissions departments. Applications from Lawrence students will not be alone in this deficiency, however, for many other undergraduate schools already run or plan to run programs similar to our Scholar of the University Program. Therefore, it could be expected that graduate and professional schools will become increasingly responsive to this kind of some of their candidates. In the meantime, if a student has a particular graduate school in mind, it would be advantageous for his advisor to inquire whether participation in Scholar of the University Program would jeoparadize the student's chances for admission. We hope, therefore, that written recommendations of the faculty members who have worked closely with the Scholar of the University Program participants, the results of the annual examinations, and the various graduate and professional school entrance examinations will provide these institutions of higher learning with sufficient evidence of a student's qualifications.

Sociology

Our inquiry into the academic programs at Lawrence has suggested that instruction in sociology is widely missed. On Academic Aims Day and in many personal conversations the students expressed great interest in the study of sociology. In the spring of 1969 a group of students met with overwhelming support when they circulated a petition asking for the establishment of a department of sociology. At about the same time, The Lawrentian urged that the University develop not only a program, but a department of urban studies. The visiting committee of the North Central Association of Colleges and Secondary Schools wrote in its report in the fall of 1968 that "the outstanding weakness in the social science curriculum at Lawrence is the lack of a program in sociology".

The study of urban affairs is a crucial subject with an increasing appeal to our students. In our judgment, however, to establish a department for that purpose at Lawrence is not feasible. There is no discipline of urban studies that could define the framework of such a department. At best, it should be an interdisciplinary program in Lawrence and Downer Colleges, and an interdisciplinary major in it should be encouraged. Our own facilities in the departments of anthropology, economics, government, history, and psychology as well as in the department of sociology which we are about to propose and in the ACM should provide sufficient opportunities for the development of such a program.

Lawrence would, however, benefit greatly from the establishment of a department of sociology for the following reasons. (1) The discipline would provide our students with objective insights into the society in which they live and with the tools for its analysis. (2) It would contribute to the education of our students majoring in other disciplines, especially to those majoring in the other social sciences which rely heavily on sociology's concepts and methods. (3) It could serve as the core discipline around which an interdisciplinary program of urban studies could develop. It could also serve as the core discipline for the study of black America.

We propose, therefore, that Lawrence establish an independent department of sociology and that in the planning of its composition and function the above three criteria be taken into consideration.

CHAPTER IV

SPECIAL PROGRAMS

The Committee explored a number of special programs. Most of them supplement the basic curriculum; the rest are designed to draw the alumni into the intellectual life of the Lawrence community. Some of the recommendations which follow merely endorse already established schemes, others bring in a fresh emphasis, and still others are new.

Off-Campus Education

Liberal education has been traditionally a campus-centered experience. In the past, whether an institution by itself or part of a larger complex of graduate and professional schools, the residential college with its four-year cycle seemed to fulfill most of the needs and expectations of its students. When we asked our alumni what they thought of the environment of the college in their days, only 8.8 per cent indicated that it had been too confining and 83.1 per cent found it satisfactory to one degree or another; only 11.9 per cent found the cultural experience insufficient as against 80.5 per cent for whom it was satisfactory. But when asked whether they would have liked an opportunity to spend some time away from the Appleton campus, 71.6 per cent answered "yes". Of them, 55.0 per cent preferred study abroad, 33.6 per cent favored practical off-campus work, and 23.3 per cent expressed interest in study at another school in the United States. The testimony of our students on

Academic Aims Day ran in a similar but still more emphatic vein. One group commented: "The opportunity to learn outside the classroom, as yet, is an untapped area at Lawrence." Repeatedly suggested were "work and study programs away from the campus." Students reported with enthusiasm on their experiences at the Lawrence Center in Germany, in the ACM programs, and at other American universities. There was, however, a general agreement among the students and the alumni that these programs should not be required of every student as is the case at some other institutions.

The Committee's recommendations in this section are in part our response to student and alumni opinion. Essentially, however, they stem from our belief in the educational benefit of student exposure to another place and experience. This may appear heretical, if we believe that our work at Lawrence is of a high quality, but, as President Tarr suggested, "it makes sense if we reason that other environments can enlighten students in some respects better than can our own campus milieu."

We are aware that the college years are for our students only a brief part of a long educational process beginning in childhood and continuing through graduate study. These college years constitute a necessary period of separation from the real world so that young people may devote their energies to the development of their minds and talents. Understandably, however, some students wish to extend the scene of their learning to other places and cultures; others become dissatisfied with the constricting nature of academic work; some feel an unpostponable moral commitment to society and want to become involved in it immediately.

A college can remain closed to these stirrings only at the cost of losing or of never getting some of its best students. Lawrence may have been sensitive to student desire for off-campus study and experience--after all, many of our students spent a junior year abroad and a term or more in different ACM programs, studied at the University of Chicago and at Princeton, or more recently at our own German Study Center--but these opportunities stand in obvious need of expansion, better administration, and most significantly, of thorough integration into the theory and practice of liberal education at the University. At the same time, however, it would be against the spirit of this report to make off-campus study or work programs a requirement for graduation.

The Committee, therefore, maintains that experience away from the campus should be voluntary and recommends that every Lawrence student be encouraged to spend at least one term of his college years in an environment other than his home, the Lawrence campus or the Appleton community. Beyond this general recommendation, our specific suggestions include (1) study abroad, (2) off-campus work and study, and (3) summer employment.

Study Abroad

The Committee's work was paralleled during the year by an investigation undertaken by the Committee on Foreign Studies. The chairman of our Study Group on Special Programs was also member of that Committee. The recommendations of the Committee on Foreign Studies have already been sent to the faculty and adopted with the endorsement of the Committee on Planning. What we support here, therefore, is an already established policy. With the Committee on Foreign Studies we would like to see the range of opportunities for foreign study expanded to the point where every Lawrence student may undertake a period of foreign study during his college years if he wishes to do so. Diversity of opportunities, both as to type and location, is desirable in order to meet the varying needs of our students. Some will want to participate in the generally oriented program at the sophomore level; others will prefer a more discipline-oriented program providing intensive study of the culture in which they are living and requiring greater competence in the language than that demanded in the generally oriented program; still others may wish to participate in programs available through the ACM or other American institutions. There is obviously a limit to the number of foreign study programs Lawrence can maintain and support on its own. We believe that the University should actively support enterprises undertaken by the ACM or other existing collaborative programs where it appears that a cooperative effort has significant advantages over a program undertaken by one institution and where there is insufficient interest on our campus to warrant establishing our own program. Wherever possible, participation in foreign study should not involve a cost to the student in excess of what he pays for an equivalent period on the home campus, although in practice it may be necessary for him to share at least half the cost of round-trip transportation to the foreign location.

The Committee supports Lawrence's commitment to its foreign study centers in Eningen and in London; and it agrees with the Committee on Foreign Studies that should the drop in applications for the German center be such that we cannot afford to continue its operation, Lawrence should move the continental center to a location such as Strasbourg, thereby opening it to students with preparation either in French or German. We also urge that the French Seminar in Paris, the Spanish Seminar in Madrid and the Slavic Seminar in the Soviet Union as well as our participation in the Intercollegiate Center for Classical Studies in Rome be given active and continued support by the University. These programs appeal primarily to majors in their respective departments, but they are open to any student with the requisite language preparation. They offer the opportunity for more direct contact with foreign universities and university students than are available in the generally oriented programs.

Moreover, we urge individual departments or groups of departments to explore the feasibility of establishing under Lawrence auspices small, discipline-oriented programs in non-western or developing areas.

Off-Campus Work and Study

There is no question that some work of great significance to the student's liberal education can be done better away from the Lawrence campus than it can be done in Appleton--or at any school on its home campus. This proposition is not new and it applies to large institutions as it does to small colleges, to metropolitan locations as much as to rural settings. The student has an idea, a project, or a commitment perfectly compatible with his education, but for which the campus setup is simply inadequate. Today's students speak of learning from experience, of application and of relevance--we may speak of working scholarship and thus find a common ground with them. But having found a common ground does not mean that we have found an answer to this need. The Committee investigated the possibility of a required standard program for all students à la Antioch, Beloit, and Kalamazoo, but found it contrary to our principles of student choice and responsibility. We agreed that a program more closely tailored to the needs of individual students and to the academic demands of the University would be more appropriate, even though it may lack the inherent unity and administrative advantage of a standard program.

The Committee recommends that departments encourage and help their students to find or to design off-campus study programs. This should be done in consultation with a faculty advisor and approved by a department--not necessarily that of the student's major area of study. At the discretion of the department involved, the Dean of the University, and the Registrar, the student would receive appropriate course credit toward graduation.

Summer Experience

One reason for which we shy away from a twelve-month academic year is our belief that, besides the obvious need for some students to earn money for the next school year, every student should have a break in the scholarly routine, time to gain perspective, and an opportunity to collect himself. We are, therefore, far from planning the summers for our students. Yet we cannot fail to notice the opportunities that the summer offers and that, if the student wishes, can be made an integral part of his education. Lawrence's function in this enterprise can be and should be only auxiliary.

We recommend, therefore, that the University's Office of Career Guidance and Placement be expanded to seek out summer employment opportunities that will provide meaningful work experiences for our students, to publicize them among the undergraduates, and to provide counselling for those who are not always aware of the many summer work opportunities which bear directly or indirectly on their academic work or which can provide them with an occasion to perform a service to their society.

The success of these three programs--study abroad, off-campus work and study, and summer experience--depends on student initiative and faculty encouragement and support. The two, together with a good administration of the programs, can add to liberal education at Lawrence a new dimension of engagement and exposure.

Summer School

If an institution does not operate on a twelve-month basis, the question naturally arises of how effectively it makes use of its premises and facilities. The Committee dealt with this problem, even to the point of exploring it with the Chairman of the Board of Trustees. We can report that we are under no pressure, at least so far, to develop a twelve-month program. On the other hand, the Committee feels that some use of the University's facilities during the summer is both educationally and financially beneficial. The different federally supported institutes for high school teachers and students as well as some of our own programs have been quite successful. We wish to encourage the University to intensify its efforts to locate similar programs on the Lawrence campus.

The University may also explore the possibility of developing new self-financing programs under its own sponsorship. As an illustration, we might introduce a science training institute for secondary school students. Its purpose would be to provide a special educational experience for fifty able science-oriented high school students. All participants would have completed the tenth or eleventh grades and would be selected on the basis of scores on standardized tests, academic records, letters of recommendation, and autobiographical sketches. The core of the program would include formal instruction in biology, chemistry, physics, and psychology. Each participant would choose two courses, each of which would involve about ten hours of instruction per week for eight weeks. Each course would introduce a number of fundamental concepts in a way which would not repeat high school work or anticipate the content of normal introductory college courses. A series of seminars and field explorations would focus on the interdisciplinary nature of the sciences, and all students would have a chance for individual conferences to discuss research, vocational opportunities, educational preparation for courses in science, and related interests.

Finally, it may be worthwhile to reexamine the possibility of a summer session, especially should Lawrence commit itself to a prematriculation program for its disadvantaged students, and/or should it prove that more intensive language study would enhance a student's experience at one of our foreign studies centers.

Convocation

The new Convocation Program, adopted by the faculty last spring, was worked out in our Study Group on Special Programs and sent to the faculty through the Committee on Public Occasions, which, besides giving the original its approval, improved it to everybody's satisfaction. We wish, therefore, only to take our share of credit for the new plan, express our support of it, and restate the reasons that led us to initiate the change.

Lawrence students and faculty have traditionally come together--in the memory of many of us once a week, lately nine times a year--in convocation as a large community of scholars. In the last few years, perhaps regrettably, both students and faculty expressed doubt that these convocations created much feeling of community. Students attended the required convocations: some listened, others slept, many chatted, knitted, read, or fidgeted. Faculty members attended erratically and were often critical of speakers who, trying to please a general audience, pleased no one. Many speakers came to Lawrence convocations each year; few are remembered.

Yet over the years, a few speakers have had an impact on both students and faculty. Some have come under the auspices of student sponsored symposia; others have addressed small, specialized groups. It seems apparent that precisely conceived presentations are more stimulating than those directed at a general audience.

In order to insure a more effective contribution by visiting speakers and artists to the intellectual atmosphere at Lawrence, we endorse the abolition of required convocations--except for those on Matriculation and Honors Days, their replacement by a more varied and more freely scheduled program of lectures and performances, and the reorganization of the Committee on Public Occasions as an active coordinating force.

Visiting Scholars Program

As a liberal arts institution, Lawrence places primary emphasis upon the instruction of undergraduates. The curriculum that we recommend is strongly motivated by this function. Increasing significance, however, is being attached to three additional elements in the University's life and performance: (1) the need to be à jour with the latest advances in the various areas of knowledge, (2) the growing interest of the faculty in research and publication, and (3) a more sensitive concern for the intellectual needs of the community surrounding the University.

During the past few years, various measures have been improvised to meet the growing demands in these three areas: science colloquia, a revised convocation program, and ACM programs. Without ruling out the possibility of further improvisation and variation, we recommend the establishment at Lawrence of a Visiting Scholars Program to strengthen the University's connection with creative people outside its own walls.

The program would rely on resident and visiting scholars and artists from outside our own faculty and on experts from areas outside the academic world. During an academic year, Lawrence would be host to visitors in the natural sciences, the social sciences, the humanities or the arts. A visitor's residence would last one, two or even three terms depending on his interest, his value to the Lawrence community, and the coordination of his schedule with our academic calendar. Visitors whose interests dovetailed could be invited for the same term. Such an arrangement might attract certain scholars who prefer not to work in relative isolation.

Although the visiting scholars should be given a portion of their time to pursue their own work, it would be expected that they teach a reasonable load, participate in faculty-student seminars or colloquia, and meet members of the academic community informally. Thus the Program could be the place for the exploration and preliminary testing of new ideas which students and faculty might want to pursue later either on or off campus. It could also be the place for the kind of interdisciplinary contact and work that our regular curriculum does not often allow.

The University also has responsibilities that transcend its own students and faculty. Its concern with the problems of the community has been inevitable, spontaneous, but somewhat erratic. The Visiting Scholars Program could combine more effectively the intellectual, practical, and moral dimensions of this concern. We suggest that community leaders, our faculty and students, and outside experts might, under the auspices of this program, probe significant problems of the community and seek answers to questions of the life of action. In this way the academic and non-academic communities could enrich one another through mutual exposure.

The program would be directed by the Dean of the University.

It would be his task to make the final selection of visitors from recommendations made by students and faculty. He would attempt to distribute visiting scholars and experts equitably among the different divisions of the University, but he should not by any means be so restricted as to prevent, say, two successive appointments in any one area, if outstanding candidates become available. The University should provide suitable housing and working facilities for the visitors.

The Committee is encouraged by the recent success of visiting scholars in drama and classics and of summer work in community research and study. Its recommendation rests, therefore, on some experience, even though admittedly our anticipation reaches far beyond it. We estimate the annual cost of the program at approximately the annual salary of a scholar in a large university.

Master of Arts in Liberal Studies

Education of teachers has always been a special program at Lawrence. Although we do not offer a major in education, the college has certified each year a substantial number of high school teachers. During its review of this program, the Committee encountered a significant change in the pattern of high school teacher preparation. There is already abundant evidence that it is becoming a five-year program. The issue is whether Lawrence will wait until a five-year program is forced upon us by the certification requirements of the state departments of education and the accrediting associations or whether we shall lead in this venture. Some school systems require their teachers without an M.A. degree to acquire additional credits. In most systems the pay scale is closely related to the degree, and it is to be expected that before long the M.A. degree will turn from a bonus to a requirement. In the long run, even more important are the pedagogical reasons supporting a five-year program. Since Lawrence does not have a major in education and since the concentration and related programs of the candidate for certification impose an ever growing demand and lure on his time and energy, it is becoming more difficult for such a student to avail himself of all the opportunities in his field of concentration and thus become better prepared to teach the subject matter, and simultaneously to find time for a full-term teaching internship. The Department of Education points out that when the University moved from the two-semester to the three-term system, although it was able to institute the beneficial pattern of full-day, term-long teaching internship, it had to sacrifice curriculum and methods courses. Hence our graduates are now thrust into classrooms without being adequately prepared for the really revolutionary innovations in curriculum planning and teaching.

It was felt in general that if Lawrence were to continue to prepare some of our students for high school teaching, it should move closer to the frontier of high school teacher education and that the fifth year would take us in that direction. The Department of Education prepared for the Committee a tentative proposal for the degree of Master of Arts in Liberal Studies. It is designed to excite and enlist the interest of students in teaching not after graduation, as most MAT programs do, but rather during their undergraduate years when other competing professional choices are being considered. At the start, the new program would apply only to our own undergraduates and only after we have gained sufficient experience could it be extended to graduates of other colleges and experienced teachers in the area. The undergraduate prerequisite for admission to the program would be Education 33 and 34 and graduation from Lawrence University. In the fifth year, the fall term would be given to an Education course in modern curriculum, method, and evaluation and two courses in the student's major or related fields. The winter term would be spent in teaching internship, with seminars in special methods, guidance, and reading. In the spring term the student would work on a special problem or project in education and take two courses in his concentration or related fields. Except for the Department of Education, Lawrence would not develop special courses for this program. The internship could be linked to the internship programs of the University of Wisconsin which guarantees the participant a relatively high remuneration and could, consequently, make our program financially more attractive and feasible. Each student's program would be planned with the student by a committee composed of a member of the Department of Education as chairman, the student's undergraduate major advisor, and an instructor in a related field. All courses would be evaluated on Satisfactory/Unsatisfactory basis.

This proposal was enthusiastically endorsed by Dr. Allen T. Slagle, Assistant Superintendent of the Division of Teacher Education and Certification in the Wisconsin State Department of Public Instruction, when he visited Lawrence and met with one of our study

groups. The Department of Education polled some 80 students engaged in practice teaching in 1968-69. About 20 of them replied in writing or contacted the members of the department personally. They were generally in favor of the five-year program but they raised questions which were also debated in the Committee:
(1) How advisable would it be for a Lawrence undergraduate to stay here for the fifth year and would he not benefit more from taking a fifth year somewhere else? (2) Would the cost of the fifth year be prohibitive? The Committee asked a third question: Is this the program on which we want Lawrence to spend more money or are there other ways in which it could be implemented? One way to overcome limitations on staff and resources would be to establish this program in co-operation with other institutions. In particular, the Committee discussed the possibility of having MALS students take the bulk of their education courses at the University of Wisconsin-Green Bay, which now has the needed resources and course offerings. We recommend, therefore, that while the five-year program leading towards the degree of Master of Arts in Liberal Studies is compatible with the University's basic commitment to excellence in undergraduate education, given the resources of the University, its introduction at Lawrence should be worked out on the basis of inter-institutional cooperation. We believe further that the most suitable partner would be the University of Wisconsin-Green Bay.

Elementary Education

In the academic year of 1966-1967, the Committee on Instruction approved an undergraduate program in elementary education. The proposal was not brought to the faculty for final action because of the cost and staffing problems. The Committee on Planning reconsidered the original recommendation as well as the possibility of a five-year elementary education program leading to an M.A. degree. It was argued that there was a significant gap between the theories of elementary education and their implementation, mainly because school administrators could not find teachers adequately trained in the new techniques. We were told that teachers prepared with the traditional elementary education major were not equipped to cope with the many exacting demands in new mathematics, modern science, contemporary social studies, and foreign languages, and that the new teaching methods--ungraded classes, independent study, or team teaching arrangements--demanded imaginative, liberally educated people who could depart from set patterns and programs. Moreover, we were made aware again that from time to time students, especially women, transferred from Lawrence to another college because we did not offer a program in elementary education; we were not, however, able to secure more precise information about the number of those transferring from Lawrence for this reason.

Against these arguments the Committee weighed the academic cost to the student and the financial cost to the University. The four-year program could be implemented only at the price of requiring the student to take more courses in education which in turn would reduce still further his exposure to those disciplines that stand at the heart of a liberal arts education. This five-year program raises the same questions as the five-year program for high school teaching. Since it could not be carried out by the present faculty of the Department of Education, additions to their already overburdened staff would be necessary. Moreover, Lawrence has neither the library collection nor other facilities that would be needed to support the new program.

Weighing this proposal against other demands and commitments of the University, the Committee does not, therefore, recommend that Lawrence institute a program in elementary education.

Continuing Education

Lawrence University's responsibility to its students does not stop at the end of four years. An institution which emphasizes self-education and which expects that most of a person's liberal education will take place after college must make a commitment to an active program of continuing education for its alumni. The Committee recommends that the Lawrence Program of Continuing Education be expanded and redirected in order to encourage increased alumni participation and involvement in the affairs of the academic community.

In the past several years continuing education at Lawrence has included the Lawrence Reading Program, the Great Decisions Luncheons, the Friends of Lawrence Program, and the Alumni Travel Program. We recommend that these programs be maintained and that continuing education be expanded to include Alumni Seminars and Alumni

Colleges. We further recommend that these programs be directed by a Coordinator of Continuing Education.

Lawrence Reading Program

The current program, including a yearly reading list on a particular topic and supplementary articles in the Lawrence Alumnus, should be continued. In order to insure that the readings are considered from as many perspectives as possible, care should be taken to include in the magazine each year articles by faculty, students, and alumni. We recommend that in addition to the reading list on a yearly theme, book lists of special interest from the various disciplines be included in the magazine each year. Alumni have indicated that they would appreciate being directed by Lawrence faculty to new readings that would keep them in contact with the frontiers of knowledge.

Great Decisions Luncheons

In its present form the Great Decisions Program has been educational and successful. The luncheons have served to bring area alumni and residents into contact with Lawrence students and faculty in the discussion of international problems. We recommend that the program be maintained and that the policy of holding the luncheons on campus be continued.

Friends of Lawrence Program

Lawrence should demonstrate its concern for businessmen who have indicated their interest in the University. The Friends of Lawrence Program was begun in 1968-1969 with this aim in mind. The program, which included two luncheon meetings with speakers, was well received and greatly appreciated. It should definitely be continued and expanded into a larger number of meetings during the fall and winter months.

Alumni Travel Program

This program consists of tours arranged and directed by the Alumni Office. We recognize their recreational attraction but they could be also of more educational value to participants than they are at the present time. Faculty members should be invited to cooperate in the preparation of the tours by suggesting reading lists and coordinated visits. If the itinerary allows, the tours might also arrange to stop at a Lawrence foreign study center for a colloquium or seminar that would help to add meaning and direction to the travel program.

Alumni Seminars

Alumni in the Fox River Valley have indicated that they would be very interested in participating in an alumni seminar program. The Committee recommends that a series of evening seminars on topics such as the urban crisis, religion and society, current trends in American art, or black literature be initiated. The seminars could be conducted by Lawrence faculty members. Enrollment should not be limited to alumni; the seminars should be open to the wider public and to Lawrence students as well in order to provide a broad exchange of views that would be valuable to all participants. To insure a certain amount of commitment to the program, participants should be asked to pay a registration fee and to do required reading for the seminars.

Alumni College

At other colleges and universities this program has been very successful. Experience at these schools indicates that a good alumni college must be carefully planned and well publicized. We recommend that Lawrence take the following steps in order to build a good Alumni College Program.

Weekend colloquia organized around a special theme should be the first step in instituting an Alumni College Program. The colloquia should consist of lectures, discussions, and recreation held on the Lawrence campus. With an interesting program and good publicity, alumni colloquia could appeal to people within a hundred-mile radius of Lawrence. If weekend colloquia proved successful on the Appleton campus, Lawrence should be willing to provide ideas and speakers for weekend colloquia in other cities. In order to insure support, local alumni should take the initiative in planning, publicizing, and making arrangements for the colloquium.

If the weekend colloquia prove successful, alumni colleges should be the next step. An alumni college could be held on the campus during summer vacation. Alumni would be invited to bring their families to the campus for a week of lectures, seminars, and recreation. The success of an Alumni College Program will depend on a reputation built over a number of years. Consequently, any effort to institute the Program at Lawrence should be planned with at least a five-year trial period in mind.

Alumni Meetings

Lawrence alumni meetings can and should be expanded to incorporate the aims of continuing education. A talk by a Lawrence faculty member would easily add greater intellectual content to alumni meetings. During the course of the year, faculty members make occasional trips to other cities to attend conferences and meetings. If alumni were informed ahead of time that a Lawrence faculty member would be in their area, they could arrange luncheons or dinners at which the visitor could talk about his academic work and interests. Such an effort would not be difficult to make and would bring Lawrence alumni into closer contact with people and ideas from the campus.

Publicity

Effective publicity must lie behind a successful Continuing Education Program. Considering the large number of Lawrence alumni in the Fox Valley area, Lawrence does very little to encourage alumni to attend campus events. Improvements in mailing and publicity could help bring alumni and residents of the area into closer contact with the intellectual and cultural life of the University. Brief articles in the Post Crescent and scattered mailings have not been effective in making alumni and friends feel that they are welcome on campus. In order to inform alumni and interested residents of the many events on campus that are open to them, a bulletin listing the time and place of all events should be sent out at least every two weeks to people on an area mailing list. Information on the continuing education program should also be included with the bulletins.

The Committee hopes that the suggested programs in continuing education will strengthen the University's connection with the outside world.

CHAPTER V

ATHLETICS

Physical Education Requirement

Mens sana in corpore sano, an ideal cherished in the ancient world, retains its validity even today. Physical education not only develops a healthy body, but it also teaches valuable social and moral lessons.

Obviously, a physical education requirement in a college curriculum cannot ensure physical fitness for every student, but it can expose him to the integral relationship between a sound body and an alert mind. The benefits of this exposure can take many forms. Students may perfect skills in particular sports which will provide a basis for achievement and recognition. Participants in competitive and team activities have social experiences which cannot be duplicated in the classromm. Opportunities exist to develop leadership qualities. Many such activities provide an outlet for physical and mental stress growing out of a pressured academic environment. Finally, physical activities are often enjoyable and satisfying for their own sake and provide an effective carry-over for recreational activities throughout one's lifetime. For all these reasons, a liberal arts college should have a vigorous physical education program.

In its consideration of physical education at Lawrence, the Committee separated the existing programs into three categories: (1) the physical education requirement, (2) intramurals, (3) intercollegiate athletics.

The Physical Education Requirement

The Department of Physical Education has developed a varied and flexible program through which the students can fulfill the physical education requirement. They may satisfy it with activities ranging from highly competitive team sports to individual recreational activities and dance. The department has also expanded its use of co-educational classes and has utilized the specialties of both men and women instructors to add to its offerings. Because of its progressive nature, the Lawrence physical education program has been copied by other ACM schools.

The Committee values the contribution which physical education makes at Lawrence and recommends that a graduation requirement in it be retained. At the same time, the Committee recommends that this requirement be reduced from six terms to three; normally, it should be fulfilled during the freshman year. This measure brings the physical education requirement into conformity with the overall requirement scheme outlined in this report, for only in the freshman year are there institutional constraints which serve to introduce the students to a variety of experiences. The Committee does not consider physical education to be a part of the formal academic experience; hence, it should not be included in the student's academic record. Quite naturally, the Department of Physical Education will wish to have some means of evaluating a student's progress toward the fulfillment of this requirement. Since participation, rather than performance, is the main criterion in awarding grades in physical education, letter grades seem inappropriate. Therefore, the Committee recommends that each student be evaluated on a Satisfactory/Unsatisfactory basis. In order to meet the requirement, the student must complete three terms of physical education with a grade of Satisfactory.

Intramurals

The intramural program provides the chief means of physical activity for students who have completed their formal physical education requirement. There are, however, several problems connected with the intramural program. The separation of the main athletic facilities from the campus discourages their spontaneous use. Moreover, where team sports are involved, the traditional means of organization--the Greek system--no longer reaches the greater part of the student body. The limited participation of women poses still another problem for the intramural system.

The Department of Physical Education is aware of these difficulties. We support the Department in its endeavor to overcome them and urge that a substantial effort be made to make the intramural program attractive to all students--both men and women. Specifically, one member of the department should be assigned to direct the intramural program. He would also teach in the department but would have no intercollegiate coaching duties. With the reduction of the physical education requirement, this position would be of increased importance; the University should therefore be prepared to commit additional resources to the development of this program.

Intercollegiate Athletics

Intercollegiate athletics at Lawrence has two dimensions: recognized varisty sports and clubs. Presently the University has nine varsity sports which have both upperclass and freshman teams: football, cross country, swimming, basketball, wrestling, tennis, golf, track, and baseball. It is estimated that approximately one-half of the men at Lawrence participate in one or more varsity sports each year. In addition, there are three recognized athletic clubs which receive limited financial support and encouragement from the Department of Physical Education--soccer, hockey, and sailing. Sailing, fencing and tennis are the only types of intercollegiate competition currently open to Lawrence women.

At Lawrence, as at other colleges and universities, intercollegiate athletics comes under frequent, and, at times, severe criticism. The expenses of maintaining such a program are great, and the time demands on varsity athletes are substantial. In its deliberations the Committee weighed these disadvantages against what it felt to be the benefits of a well-conducted intercollegiate athletic program.

The competitive atmosphere of intercollegiate athletics gives young people an opportunity to cooperate in the pursuit of a common goal, encourages and rewards perseverance, and demands that they perform under pressures which are not unlike situations off the playing field. Moreover, a thriving athletic program is of unquestionable benefit to Lawrence in the recruitment of male students. Some of our very best students would not have attended Lawrence had we not offered them the opportunity to compete in intercollegiate athletics. Successful athletic teams can generate enthusiasm within the college community and frequently are a source of pride to the school's alumni.

The argument that intercollegiate athletics adversely affect scholarship is not borne out by Lawrence's experience. Even though a varsity sport requires considerable time and energy from its participants, the performance of Lawrence athletes does not differ substantially from that of their fellow students.

On the basis of these arguments, the Committee supports the Lawrence University approach to intercollegiate athletics. The ACM athletic conference in which we participate places relatively low pressure on member colleges; the demands made upon our student athletes are generally modest; the coaching staff usually recognizes the primacy of the academic responsibility of students; the faculty controls and limits intercollegiate athletics.

To insure the continuation of these characteristics of the Lawrence intercollegiate program, it seems advisable to alter the composition of the University Committee on Intercollegiate Athletics. It should include two faculty members not from the

Department of Physical Education, one of whom will serve as chairman; the Dean of Men, who will serve as secretary; the Business Manager; the Director of Athletics and one other member of the physical education faculty; and two male students, at least one of whom is a varsity athlete.

The Committee recommends this change because it seems inappropriate for a university committee to be dominated by a department that has a genuine but vested interest in the majority of issues that come before it. The inclusion of student members in the Committee on Intercollegiate Athletics provides them with a forum for expressing their views and is consistent with our general recommendation concerning student membership on university committees.

CHAPTER VI

THE FACULTY

It was not easy for a committee overwhelmingly composed of faculty members to address itself to the problems of Lawrence faculty without appearing either overindulgent or overcritical or without behaving as a ready-made pressure group. Some problems relating to the faculty are of too special a nature, and the Committee did not have the expertise to handle them. Others call for confidence in dealing with them, and the Committee was an open forum. It is our hope that the President, the Dean of the University, and the suggested Faculty Advisory Committee will be able to keep a close eye on them. Most of our recommendations in this section are, therefore, primarily concerned with spelling out more precisely the established policies and improving various procedures concerning faculty governance, procurement, promotion, tenure, etc.

Faculty Advisory Committee

Because a mechanism is needed through which the faculty can participate in the different procedures discussed below in a more regular, stable, and effective manner, and because that mechanism is an integral part of a number of our subsequent proposals, we start with the recommendation that Lawrence establish a Faculty Advisory Committee that would participate in the hiring, promotion, and tenure procedures of the University. The role of this Committee should be advisory only and the ultimate power of decision should remain in the hands of the President.

There are two ways in which such a Committee could be constituted. It could be appointed by the President and serve any length of time at his discretion. The Committee on Planning prefers, however, to place control over membership in the Faculty Advisory Committee in the hands of their peers and recommends that the Faculty Advisory Committee consist of five tenured faculty members elected by the faculty upon the nomination by the Committee on Committees. Each member would serve a three-year term. Membership on the Committee would be staggered -- each year one or two incumbents would be replaced by newly elected members.

Procurement of Faculty

The faculty is one of the commanding resources of the University. Over eighty-three per cent of respondents to the Alumni questionnaire judged the University's faculty as "good" and over sixty-one per cent rated contact with the faculty as the principal strength of their Lawrence education. The high value placed by our alumni on Lawrence's commitment to intellectual ideals also reflects favorably on the faculty. Lawrence has always sought in its faculty talent for teaching and commitment to scholarship. We believe, however, that if Lawrence has shown a preference for either side of this dichotomy, it has slighted scholarship in favor of teaching. We do not want to minimize the significance of the search for effective teachers, but we do want to emphasize the search for and retention of active scholar-teachers. The Committee recommends, therefore, that Lawrence continue to search out and recruit the best prepared and most promising scholars in all fields with an interest in undergraduate education. The University should look for the inimitable man or woman who is committed both to undergraduate teaching and to active scholarship. Widespread evidence suggests that scholarship supports good teaching and is indeed indispensable for it. As Jack B. Bresler, Assistant Provost of Tufts University, wrote in Science, "it keeps the dissemination of obsolete knowledge to a minimum, encourages the introduction of new teaching methods, prevents professional stagnation, and encourages respect and enthusiasm for scholarship among the students."[1] It is interesting to note that the students who are often so vocal on the side of teaching as against scholarship both at Tufts, on which Bresler reports, and here at Lawrence, rate as their best instructors those faculty members who are active scholars.

When we bring this proposition down to the actual hiring procedures we have to start with the finding that they vary substantially from one department to another. Some departments use professional meetings to obtain their list of potential candidates; other departments rely on individual inquiries; still others recruit from recommendations that reach them. It is our general impression, however, that most departments do not adequately survey the potential market. If we maintain that the quality of Lawrence's education depends greatly upon the quality of its faculty, the Committee feels that these rather haphazard hiring procedures should be substantially improved.

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[1] Jack B. Bresler, "Teaching Effectiveness and Government Awards", Science, Vol. 160, 12 April 1968, p. 166.

The Committee, therefore, recommends that the Associate Deans devote a substantial portion of their time not only to the interviewing of the candidates but also to the establishment of a standard approach to hiring new faculty members. One of the principles that should guide them is an emphasis on coordination in personnel planning among departments in the same division. Departmental needs are often complementary, and the strengthening of existing programs and the development of new ones depend frequently on how various openings are filled. Coordination, for instance through meetings of departmental chairmen in a particular division for the purpose of personnel and program planning under the chairmanship of an Associate Dean, would serve the overall interests of the University better than the present system of departmental sovereignty moderated only by ad hoc arrangements and administrative intervention. Obviously, under any system each department will have its special needs and particular idiosyncrasies; we are convinced, however, that some standardization and coordination in the hiring procedures will benefit everyone.

When it comes to actual interviewing we support the present practice of having faculty members from other departments interview candidates for a particular position. We recommend further that a member of the Faculty Advisory Committee interview each candidate and make recommendations on him. Presumably, the same member of the Faculty Advisory Committee would interview all candidates for a particular position. The final decision about the appointment lies in the hands of the Administration. Its ultimate evaluation should place great emphasis upon the recommendations of the department in which the appointment is being made. Only in the rarest of instances can we see the Administration countermanding a unanimous recommendation from a department.

We also recommend that the faculty be included in the process of hiring all administrative personnel with faculty rank. The Faculty Advisory Committee appears to be the logical body to become involved in these decisions.

Promotion

At present, the system by which Lawrence evaluates its faculty members for promotion is deficient in two ways. In the first place, the faculty are not involved in an institutionalized manner in the evaluation of their colleagues for promotion and, secondly, there are no set rules by which an individual faculty member can be assured that he will be evaluated for promotion. We respect and endorse the Lawrence tradition that the quality of the faculty is properly one of the most important concerns of the President and that it should remain within his power to make the decisions on promotion and tenure as he does on hiring. The following recommendations of the Committee are intended to make his job easier.

We recommend that the Faculty Advisory Committee replace the present _ad hoc_ mechanism by which a faculty member is evaluated for promotion. The Faculty Advisory Committee should solicit evaluations from other faculty members -- presumably, but not necessarily, from those who rank above the person being evaluated -- and weigh the views of the individual's departmental colleagues. On the basis of these evaluations the Faculty Advisory Committee should make its recommendation to the President. The candidate for promotion should be informed not only of the President's final decision but also of the basis on which it was made.

We also recommend the adoption of a set of rules concerning the timing of automatic evaluation for promotion. The Committee suggests the following guidelines: tenured associate professors should be evaluated at the end of any contract; during the sixth year of untenured service at Lawrence a faculty member should be evaluated for promotion to associate professor. We would like to emphasize that a required evaluation for promotion assures a faculty member only that his name will come up for evaluation at certain fixed points of time in his career at Lawrence, but that it does not imply that he will be promoted.

The Committee believes that the individual faculty member should have the right to initiate an evaluation of himself at times other than those provided for by the rules of automatic evaluation. In order to protect the institution against individuals requesting yearly evaluations, we recommend that an associate professor may initiate an evaluation in the fall of the third year after his last evaluation, and an assistant professor may initiate an evaluation in the fall of the second year following his last evaluation.

Finally, the Committee recommends that all non-tenured faculty members be evaluated during their third year at Lawrence and that the individual concerned be informed of the substance of this evaluation. The evaluation procedure used in this case should be identical with the procedure used for promotions.

It is more difficult for us to suggest a set of qualifications that warrant promotion. We found that it was impractical for us to detail them in any way but that it was, nevertheless, necessary to indicate the general areas of performance in which the candidate for promotion should be judged. First, there is teaching - and - scholarship. We use this phrase advisedly to emphasize again the Committee's position that these two criteria are inseparable and that their presence is indicative of an individual's intellectual commitment. Secondly, the candidate for promotion should be evaluated on the basis of his service to the University. This service extends over a wide range -- from committee work to extracurricular association with students. The Committee does not feel that a faculty member should be formally evaluated on his participation in community affairs. At the same time, we recognize that an individual's evaluation will inevitably be influenced by his community activities.

The Committee opposes what appear to be two almost institutionalized norms of promotion at Lawrence: promotion to full professor appears to be automatic after a certain duration of time; within departments promotions seem to be based on the principle of chronological order -- younger members of the department are not promoted until all other members of longer departmental tenure have moved up.

Having outlined these general standards, the Committee recommends that the Faculty Advisory Committee develop a more precise set of criteria for faculty evaluation.

The above general guidelines indicate when a faculty member must be evaluated or when he can initiate his own evaluation. This schedule does not, however, limit the Faculty Advisory Committee as to when they can evaluate an individual. Presumably there will be other times when the President will wish a faculty member to be evaluated by his peers, and at his initiative such an evaluation can always take place.

If the recommended guidelines are adopted, Lawrence faculty members will come under review more frequently than they have in the past. Hence the individual will be better informed about his performance at Lawrence. It also follows that the frequency of denials of promotion will increase. The Committee feels that this is not necessarily a bad ramification of the recommended evaluation system.

Tenure

The present tenure policy of the University deviates from the AAUP standard in two ways. At Lawrence time spent at the rank of instructor does not officially count towards tenure; nor does time spent teaching at other institutions. In actual practice, however, time spent at the rank of instructor has counted towards tenure. The Committee believes that the official policy should conform with the policy in practice. We also feel that credit towards tenure at Lawrence should be given for teaching at other institutions. The AAUP position on tenure reads as follows:

> "Probationary appointments may be for one year or for other stated periods subject to renewal. The total period of full-time service prior to the

> acquisition of continuous tenure will not exceed seven years, including all previous full-time service with the rank of instructor or higher in other institutions of higher learning, (except that the probationary period may extend to as much as four years even if the total full-time service in the profession thereby exceeds seven years; the terms of such extension will be stated in writing at the time of initial appointment)."

Some members of the Committee feel that there is no reason to limit the probationary period to four years only. Situations may arise where a four-year probationary period would place an undue constraint on the University. The important feature of the AAUP statement, however, is that a person who has had teaching experience elsewhere should be informed at the time of hiring of the exact length of the probationary period.

The Committee recommends that the University alter its present stated tenure policy so that it conforms more closely to the AAUP 1940 statement on tenure.

For the mechanism and procedure by which a candidate for tenure is evaluated we recommend the use of the Faculty Advisory Committee and the procedures similar to those employed in evaluation for promotion. Teaching-and-scholarship and service to the University will again be the obvious standards and they should be applied with the University's commitment to excellence in mind.

Course Load

The present policy on teaching loads states that the official course load of a full-time faculty member is six term courses plus tutorials and independent studies. In the laboratory sciences adjustments are made to count laboratory supervision into an instructor's course load. Since the number of tutorials and independent studies is not specified, and since departmental practice varies widely, pronounced inequities result.

In search of a remedy the Committee considered granting to each faculty member one point for each tutorial taught above six in one year; over the years, when a faculty member had accumulated six points he would be relieved of a one-term course during that year. Our statistical study of tutorial and independent study loads indicated, however, that such a recommendation would not affect many people. Of course it seems likely that should we have such a rule, there would be greater incentive for faculty members to supervise tutorials, and such a result would be indeed desirable.

In order to maximize both the benefits of the tutorial system and the flexibility of departmental programming, we recommend that at the discretion of the Dean of the University a faculty member be occasionally relieved of a course when his tutorial load becomes excessive.

Sabbatical Leave Program

The sabbatical leave program at Lawrence is designed to support and enhance its faculty's scholarship; as such, it is considered a privilege rather than a right. It follows from this premise that once a faculty member has met the prerequisites for a sabbatical leave, he must apply and receive permission to take it. In practice, the approval of sabbatical leaves for research and professional self-enhancement has been virtually automatic. We support this established policy and recommend two alterations in it.

First, the Committee recommends that the compensation for a full year of sabbatical leave be raised from one-half to three-quarters of the faculty member's annual salary. Under the present system a full-year sabbatical leave cannot be taken without additional outside support or undue financial burden. Some of our programs already support the sabbatical program to that extent and our suggestion would lead to a uniform policy.

Secondly, the Committee recommends that, except for newly appointed faculty members, a one-term sabbatical leave at full pay may be granted in the third year--the seventh through the ninth term--after the year of the last sabbatical. Once having selected a one-term sabbatical leave, the faculty member will have two options: he may either take another one-term sabbatical leave at full pay in the third year--the seventh through the ninth term--following the year of his previous leave or he may wait six full years for a one-year sabbatical leave at three-quarters pay. Newly appointed untenured faculty members would be allowed to use the option of a one-term sabbatical leave at full pay in the fourth year after their appointment--the tenth through the twelfth term. These faculty members are treated differently in our recommendation because they will not be evaluated until their third year at Lawrence. In order not to penalize the new faculty member who elects to take a one-term sabbatical leave in his fourth year, he should be offered the choice of another one-term sabbatical leave in his sixth year or a full-year sabbatical after five more years of service at Lawrence.

The rationale for this recommendation is in the advantage that a faculty member may draw from the program's greater flexibility. Frequently a faculty member who is in the middle of a research project would prefer to take off one term to complete it rather than wait up to six years until he becomes eligible for a leave under the present program.

University Professorship

At present, the most distinguished scholars at Lawrence are not adequately recognized except by the working of the system of promotion and tenure. The Committee, therefore, recommends that Lawrence establish a new rank of University Professor. The University Professorship would be a further tangible expression of our commitment to and appreciation of scholarship, and it would also call to the attention of outsiders the quality of the University.

Promotion to the rank of University Professor would be made exclusively on the basis of scholarly achievement, and the standards should be exceptionally high. Hopefully, the University Professorships would be endowed through gifts to Lawrence. Associated with them would be a salary substantially above that of full professor. It is frequently easier to raise funds when the purpose of the gift is specifically defined and, therefore, the endowment of University Professorships carrying the name of the donor should be unusually attractive to those who might wish to help Lawrence.

We also believe that the University Professorship would provide an additional incentive for our faculty. Honor and remuneration have their appeal to scholars as well as to mortal men. Indeed, the University Professorship may become sufficiently attractive to keep on our faculty men who in the past have gone on to more prestigious jobs at other universities.

The Committee presumes that appointments to University Professorships would generally go to men and women who are already members of the Lawrence faculty; we do not envisage the University Professorship appointment as a means to raid other institutions. If, however, no one at Lawrence met the stringent criteria of scholarship for a particular appointment, the University Professorship might be used for a limited appointment of a distinguished scholar from outside the University: a professor emeritus from somewhere else might receive a three-year University Professorship at Lawrence, if his services are needed.

The Rank and Age Structure of the Faculty

The Committee noted that in recent years the upper two ranks of the faculty -- professors and associate professors -- have substantially outnumbered the junior faculty. Should this trend continue, and the evidence suggests that it will, either the faculty will become completely top-heavy or it will be necessary to deny promotions to deserving assistant professors. In either case, the outcome would be undesirable. Although no precise recommendations emerged from the Committee's investigation of this matter, it did seem advisable to call attention to this potential problem and to make available the relevant data to those who plan Lawrence's future.*

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*See Appendix E.

CHAPTER VII

GOVERNMENT OF THE UNIVERSITY

Board of Trustees

The Committee approached the issue of the government of the University in a rather tentative way. We are aware that the Board of Trustees as a whole is involved in the internal affairs of the University only sporadically. At the same time, however, nobody who is acquainted with Lawrence's history and present operation can miss the point that the Board of Trustees, some of its committees, and individual leaders are among the University's greatest assets. The accrediting team had nothing but praise for the outstanding management by the Trustees of the University's endowment. Moreover, the Trustees have become more accessible to our students at a time when it is particularly dangerous for any institution to live in misunderstanding about the aspirations and expectations of the different segments of its community. Individually and as a group, they were most sympathetic to the efforts of the Select Committee on Planning. Therefore, our recommendations concerning the Board of Trustees are meant as suggestions for giving those developments a more permanent character.

We would like to start, however, with one general recommendation. The constituency from which the Board of Trustees draws its membership, and the Board's structure and functioning have been well established for some time. The base of its constituency is still very much Midwestern, even though Lawrence outgrew the regional boundaries some time ago. The dynamics of the University do not seem to be reflected in the Board's organization. But only the Board itself can do something about it. We recommend, therefore, that the Board of Trustees undertake a study of its structure and functioning and that it pay special attention to broadening the base of its constituency.

Second, we recommend that at least one member of the faculty be added to the Board of Trustees. The faculty representative(s) on the Board of Trustees should be nominated by the Committee on Committees from among the ranks of senior, tenured personnel and elected by the faculty at large.

It is not the intention of the Committee, in calling for this alteration in the traditional faculty-trustee relationship, merely to establish a means of liason between these two groups. That function has been traditionally and well performed by the President. The weight of our recommendation lies, however, somewhere else: we make the suggestion in the belief that in the long run the faculty have to be involved in the overall policy making of the University and that they have a valuable contribution to make to the body that is entrusted with this function.

Third, we recommend that three "freshman" alumni trustees be added to the Lawrence Board of Trustees. Essentially, this is our version of the just instituted "Princeton" plan. There are two reasons for this recommendation. On the one hand, we wish to minimize the potential for conflict among the various elements of the University. Although we have not yet been touched by any discontent of our students with the Board of Trustees, we are aware of the hostilities of students elsewhere toward the governments of their universities. It is impossible to guarantee that Lawrence will escape such pressures in the future; it is possible to keep the channels of communication within the University open and direct. On the other hand, and more importantly, we think that the University community can profit greatly from the ideas of its talented and committed students. It would be beneficial for the governance of the University if the Board of Trustees were to include some members whose ties with the present generation of students are closer than those of the majority of the Board as it is now constituted.

One way of establishing this bridge would be to include students in the Board of Trustees. We rejected this procedure simply because we do not believe that students come to Lawrence to govern the University. The plan which the Committee recommends provides for the inclusion in the Board of Trustees of a small, rotating group of "freshman" alumni, elected by the juniors and seniors presently at the University and by the alumni of the last two graduating classes. This brings to the Board of Trustees young people with the most recent experience of student life, who at the same time are no longer under the direct pressure of the immediate events and situations on the campus. It bridges the generation gap without distorting the relationships among the different elements of the University which have proved to be most functional.

At present, the Lawrence Board of Trustees includes among its members six Lawrence alumni and three Downer alumnae. They are elected for a renewable three-year term; they may serve for two terms only. According to our proposal, three "freshman" alumni would be added to this representation. Only members of the senior class who are nominated by petitions signed by at least twenty-five classmates would be eligible for this position. The electors would be Lawrence seniors and juniors and alumni of the last two graduating classes. The term of service would be three years and the "freshman" trustees would not be re-eligible for three years. In the first year, two seniors would be elected, one for a term of two years and one for a term of three years. After that only one senior would be elected each year to keep this component of the Board of Trustees at the number of three persons.

Should the Board of Trustees feel that this addition enlarges the Board too much, then the present alumni representation on the Board could be reduced--the number of Lawrence alumni to four and Downer alumnae to two--thereby providing room for the three "freshman" alumni trustees.

Committees of the University

Most of the work concerned with the running of the University takes place in the committees of the faculty. Faculty participation in those committees has been traditionally active and intensive and often burdensome, but, whatever it has been, it has always given the faculty the feeling that the place is theirs and that they have a real voice in its operation. By an informal proxy the faculty have also represented on the committees the views of the students. On some committees, however--the Committee on Public Occasions, for instance--students have sat as voting members for a long time. During the last few years, small groups of students have been affiliated with a number of committees on an ad hoc basis and in an advisory capacity only. The transformation of the student government into LUCC has changed the students' role in extracurricular matters from role-playing into genuine decision-making. As full members of the Committee on Planning the three student representatives were hard-working and judicious, and an invaluable source of information and interpretation of student concerns. In every one of the above instances, student participation was accepted and encouraged in the conviction that student opinion was an essential element in the performance of the University.

In recognition of this principle and on the basis of our previous experience, the Committee recommends that at least two students be placed as voting members on the standing committees of the faculty. We recommend full membership with the right to vote because we believe that only such participation insures the students' stake in the work of the committees. Either we play the student membership for real or it will become peripheral and a source of irritation rather than contribution. Past experience discounts the possibility of faculty-student voting blocs and bargaining. The equality of membership maximizes the opportunity for a frank and confidential exchange of views, meeting of minds, and sharing of responsibility.

There are, however, a few necessary exceptions to full student participation on standing committees of the faculty. On the Recruiting Council the student members should be excluded from the consideration of individual admissions and on the Committee on Honors, from the evaluation of individual awards. Should a committee dealing with the appointment and promotion of faculty members be established, students should not be eligible for its membership. We recommend those restrictions in the first two instances because, in our view, students should not sit in judgment over the qualifications and performance of their fellow students; in the third instance, it is more appropriate to appraise the desirable students' judgment about the educational effectiveness of faculty members in a less formal but more broadly based manner.

The Committee on Planning does not prescribe any selection procedure by which students would be placed on the standing faculty committees. It would be advisable for the faculty Committee on Committees and the LUCC Committee on Committees to work out a selection mechanism that would insure an adequate representation of various student points of view.

The inclusion of students in the standing committees will make obsolete the general designation of the committees as "faculty" committees. We recommend, therefore, that their name be changed to "university" committees.

In recent years, individual departments have developed different methods of student participation in their affairs. Both the scope and the frequency of this participation vary widely. We found most useful the evaluations of departmental curricula that groups of majors submitted to us last fall. The Committee has no special recommendation to make except to express its support for the current policy of the departments most active in this domain and to encourage other departments to follow suit.

CHAPTER VIII

INSTITUTIONAL STRUCTURE

The substantive findings and recommendations of the Committee will obvisouly affect the institutional structure of the University. In some specific cases we have already made our suggestions in the preceding sections of this report, but here we would like to address ourselves to the broader issues of Lawrence's administration.

Administration

Like many another small college, Lawrence has a tradition of strong presidential authority. In the simpler and quieter days this was a great advantage. Unencumbered by a rigid formal structure and bureaucratic procedures the President could reach directly into every corner of the University. He made practically all the critical administrative decisions, handled the faculty in whatever manner seemed appropriate to the occasion, and dealt with students as *in loco parentis supremus*. The delegation of functions and the sharing of responsibility were largely up to the President and varied from one office holder to the next. In this position it was only natural for the President to be the college's principal innovator as well as its chief administrator. More than anybody else he determined the course and the direction of the University. The presidency of Lawrence has never been a symbolic position.

But even then this highly centralized institutional structure--and particularly the absence of clearly defined functions of the subordinate officers of the administration--created their own problems: the shortest road to a decision could easily become the longest one with all the consequences of delay, lost momentum, and missed opportunities. Today, Lawrence--still a small college--is a larger institution. Primarily, however, it is a more complex school. We ask it to select better students for whom it will have to compete and some of whom it will have to support more than was the case in the past. Its faculty has grown, and the professional needs of the faculty call for radically increased administrative attention. The alumni no longer want to remain attached to the University in the amateurish ways of the past but rather as an integral part of its intellectual community. The Appleton campus is no longer the exclusive center of teaching and learning at Lawrence. The need for external financial support is such that nobody today would dream of meeting it through solicitation of donations only from our most generous patrons in the Fox Valley. Lawrence has been slow to adapt its formal organization to these changes and new demands. The improvisation has not always been effective and economical. The system has worked mainly because of "the general competence and dedication of most of the officers of administration", as the visiting committee of the North Central Association of Colleges and Secondary Schools put it in the spring of 1968. But like ourselves, the visiting committee questioned whether the present structure and methods were "fully capable of dealing with the increasingly complex problems of even as small an institution as Lawrence University."

The Lawrence administration has been aware of some of these shortcomings, and certain changes have been in the making since last fall. The Committee is very happy that basically they coincide with its own analysis and recommendations. There are, however, some recommendations which have not yet been contemplated outside the Committee and which we urge upon the University as a means of improving its administrative structure.

We want to emphasize at the outset that we are in favor of a strong presidential system for Lawrence. It is rooted in the University's history and tradition; it has given Lawrence some outstanding presidents and on the whole has served us all well. For another thing, as Professor Bernard Barber told the ACLS Annual Meeting in 1968, "evidence is mounting that presidential leadership may be the single most important factor in determining the quality, or lack of quality, in a college or university."[1] We want, however, to provide the President with additional help in those areas--like external affairs--where he has received little assistance in the past or those--like academic affairs--where tradition ties him to exhaustive detail.

We recommend, therefore, that in the future only three officers report directly to the President. These are the Secretary-Treasurer and Business Manager, the Vice-President for External Affairs, and the Dean of the University.

The following officers should report directly to the Secretary-Treasurer and Business Manager: Directors of Physical Plant, University Food Services, Residence Halls, Computer Center; Controller; Central Services Supervisor; Purchasing Agent. We recommend that the supervision of the Union, the academic programming of the Computer Center, and the radio station be removed from the present responsibilities of the Secretary-Treasurer and Business Manager; by their nature they belong under the competence of officers more directly concerned with academic and student affairs and we recommend below their reassignment in what we think is a more logical arrangement.

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[1] Bernard Barber, "Professors, Authority, and University Change," ACLS Newsletter, November 1968, p. 10.

We recommend the creation of a new administrative position of Vice-President for External Affairs and the corresponding revision in the administrative structure of the areas within his competence. The future of the private college depends on adequate funding from private and public sources, including continued support from alumni. It must be based on the recognition of institutional excellence as well as local, regional, and national publicity and educational services. In view of the importance of adequate funding to everything that Lawrence does, we recommend that a person experienced and successful in the field of fund raising be appointed as head of this division of University operations. The title of such an officer is apparently of some importance to the public with which he works, and hence we recommend that he be given the title of Vice-President. The President will still remain the principal and ultimate representative of the University dealing with the outer world, but the Vice-President will be able to help him with planning, carrying out certain decisions, and administering on the campus those departments that are directly concerned with the University's external affairs. For that reason we recommend that the Director of Alumni Affairs, the Director of University

Relations, and the Coordinator of Continuing Education be responsible directly to the Vice-President for External Affairs. We do not presume to define the talents that the Vice-President should have to be of maximum assistance to the President in this new position. The role suggests them, and all we can say is that they will be heavily taxed.

The third University officer reporting directly to the President will be the Dean of the University. A dean--the precise title, like the holder of the office, has been subject to frequent change--has in theory always been the President's chief adviser in academic matters. His authority in that field has, however, varied from one presidency to another as well as during the tenure of individual presidents. The visiting committee of the North Central Association pointed out that the imprecisely defined role of the dean produced difficulties both for him and for other members of the University administration and faculty. Most faculty members would agree with this opinion. We recommend, therefore, that the Dean of the University serve in fact as the President's chief advisor in all matters pertaining to the curriculum, instruction, and professional concerns of the faculty; that he be granted the authority required for the proper performance of this function; and that he be responsible for conducting the affairs of the University in the absence of the President.

We do not feel called upon to spell out all the functions of the Dean in detail but some of them suggest themselves urgently. The implementation of our curricular proposals will demand close supervision. The recommendations concerning the faculty can be carried out only if somebody pays them his concentrated attention. Even more significant, however, is the daily academic operation of the University. One of our colleagues wrote to us about the danger of "the rigid separation of departmental offerings and departmental structure," the need for the administration to have "more than a cursory interest in improving instruction on campus," the unsystematic evaluation of what we are doing when, as he put it, "neither the individual faculty member nor his department is ever challenged on performance," and the lack of medium-range academic planning. The Committee did examine some of those problems but it was obviously not practical for us to be more specific than we are in this report. We agree with this colleague that there is a danger that the Committee, being a "one-time thing," could pass over Lawrence and we could then settle back, basically undisturbed, into our old ways and "that only a Dean whose primary concern is academic matters can have enduring impact and create the climate on campus within which we can make our program more meaningful and significant to our students."

We recommend further that the Dean of the Conservatory of Music, three Associate Deans, the Librarian, the Dean of Student Affairs, and the Director of Athletics report directly to the Dean of the University and that the academic operation of the Computer Center come under his supervision. Some of the above officers were previously responsible directly to the President. The main purpose of the suggested change is to tighten up the University's academic administration in the hands of the Dean of the University who will be primarily responsible for it.

From the new relationship between the Dean of the Conservatory and the Dean of the University we expect closer coordination and cooperation between Lawrence and Downer Colleges and the Conservatory. Neither the college nor the Conservatory use to the full the opportunities one has to offer the other. To insure integration of programming between them we feel that this arrangement is essential. We also hope that it will improve communication between those two parts of the University by broadening the liberal arts curriculum in the Conservatory and encouraging Lawrence and Downer students to take more music instruction. The Dean of the Conservatory will retain his responsibility for the curriculum and the faculty of the Conservatory.

The Committee recommends that the Dean of the University be assisted by three Associate Deans. The past year showed how useful a function the two Associate Deans performed. We considered the possibility of each Associate Dean being responsible for one of the divisions of the University but upon the advice of the incumbents we discarded the idea. We were persuaded that the Associate Deans should carry no specific designation in their titles--e.g., Associate Dean of the Humanities--in the hope that this would encourage greater breadth and integration and give the Dean of the University more flexibility in entrusting his Associates with special responsibilities. Again, we do not want to define the areas of competence of the Associate Deans; but besides the regular curricular matters, responsibility for the freshman year, our foreign centers and off-campus programs, ACM liaison, and the academic use of the computer should be delegated to the Associate Deans.

There is also a great need for coordination and cooperation among departments within the same division and the Associate Deans should take the initiative and continuing responsibility for this task. If the Associate Deans are to carry out their administrative duties effectively, they should not be required to teach on more than a half-time basis.

The Librarian should also be responsible to the Dean of the University. The Library is central to the intellectual life and academic pursuits of the institution. Through the office of the Dean of the University it will be related directly to all facets of scholarship on the campus.

The office of the Dean of Student Affairs has just been established. The Committee planned for it itself and found strong support for it among the present officers concerned with these matters. Our recommendation centers, therefore, only on the scope of his function. We recommend that the Dean of Student Affairs should have under his supervision the following officers: Dean of Men, Dean of Women, Director of Admission, Registrar, Director of Financial Aid, Director of Counselling, Director of the Health Center, Director of the Union, and Director of Career Guidance and Placement. The Lawrentian and the radio station should also be responsible to the Dean of Student Affairs. If the Dean of Student Affairs teaches at all, we hope that he will teach no more than one course per year. We support the suggestion of the Dean of Women that the Deans of Men and Women retain their present functions, including membership on the different faculty committees, and that it is "especially vital that the Dean of Women remain on these committees because the women's point of view is so thinly represented anywhere in university affairs."

We recommend the direct subordination of the Dean of Student Affairs to the Dean of the University because we believe that it is essential for the academic and personnel officers to work closely together so that the curricular and non-curricular education of our students can be integrated. The President will obviously have to be in direct contact with student affairs from time to time but we do not want to give him a greater burden than the natural course of events will impose upon him.

In order to place the area of athletics in a proper perspective in relation to the curriculum as a whole, we recommend that the Director of Athletics be responsible to the Dean of the University rather than to the President.

The Director of the Computer Center is in an ambivalent position. The computer at Lawrence is in part a service tool of the administration and in part of the entire academic enterprise. It is, therefore, inevitable that for certain aspects of the operation of his Center the Director must be responsible to the Secretary-Treasurer and Business Manager, but for its academic use and development he should be responsible to the Dean of the University. Liaison with the faculty will be provided by the University Committee on the Computer.

Finally, we come to the "administrators" who have never fitted into any organizational chart at Lawrence, who have often carried an inordinate burden of responsibility both "cosmic"--planning, programming, hiring--and picayune--typing departmental letters, posting announcements, keeping track of majors, and who, in all these tasks, have served Lawrence well. These are the departmental chairmen. The Committee has found that their role and problems are fairly uniform throughout the University but that there is a great deal of difference among departments in the length of tenure of their chairmen. The Committee feels that the departmental chairmanship at Lawrence is a bearable responsibility; but in order to avoid its becoming an intolerable burden, we recommend that chairmanships rotate every three to five years, at the discretion of the President.

Institutional Records, Information, and Research

In the course of our inquiry and planning we have found severe shortcomings in the manner in which Lawrence gathers, evaluates, and disseminates data about its students, its faculty, and its programs. Such information is useful not only to committees on planning--for they have, after all, short half-lives--but also to instructors, departments, and administrators as they go about their daily work. When we have sought hard data, it has been found only through our own initiative and know-how. Frequently we have been forced to rely on fragmentary information--or even worse, on individual or shared impressions. These procedures are extremely wasteful, and the results are, on occasion, unreliable.

We recommend, therefore, that the Dean of the University be charged with the responsibility for the development of procedures for the continuing gathering of data concerning our students, faculty, and programs, for their processing, and for the dissemination of the pertinent information. The principles and purposes that should guide the Dean in the development of these procedures are institutional efficiency, institutional policy making and planning, and curricular planning on the level of individual faculty members, departments, and divisions. The Dean's main assistants in this program will be the Dean of Student Affairs and the officers directly responsible to him and the Associate Deans. The Committee on Administration should serve the Dean as a group of advisors for this particular function.

Institute of Paper Chemistry

We close this section with a joint recommendation of the Committee and representatives of the Institute of Paper Chemistry for greater mutual use of faculty and facilities. We should hope that both institutions would seize the advantages inherent in a closer relationship. The Institute has been tied to Lawrence by tradition and by the formal linkage of the Lawrence degree, but the possibilities of these ties have not been fully exploited. Because any arrangements that can be made will primarily concern the natural sciences, the Committee has left the details to be worked out by the COSIP group. We include our general recommendation in this part of our report because its implementation may call for the development in our institutional structure of a new mechanism of inter-institutional cooperation between Lawrence and the Institute.

CHAPTER IX

FACILITIES

Buildings

The appointment of the Committee on Planning was in part related to the 125th anniversary of the University. During the decades since the foundation of Lawrence Institute, the University has grown, aged, and has been renewed. Some of the additions and renovations enhanced the physical plant; others were less fortunate; still others are needed.

The Committee could not undertake a detailed study of the University facilities. We did not have the specialized knowledge and the expertise to engage responsibly in such an examination. Nor is what we present here, however, just a collection of gripes by certain vested interests. The needs that we report have been felt deeply for some time, are widely shared and known, and need speedy attention.

A cursory review of the present University facilities that are directly related to instruction and its administration reveals three obviously defective areas.

In the first place, the facilities for the Humanities and Social Sciences in Main Hall are most inadequate. That beautiful structure is antiquated as an instruction building. The heating, the lighting, and the acoustics of the place are a burden rather than a contribution to proper instruction.

In the winter, instructors frequently have the choice of closing windows and watching the temperature soar into the eighties and nineties and sweet sleep overcome themselves and their students or opening the windows and watching students huddle, shivering, in overcoats. The overhead light fixtures are cleverly designed to diffuse their light softly upon the ceiling: regrettably, the students' notebooks are on desks setting on the floor. The acoustics, both in large classrooms and in seminar rooms often turn classes into shouting matches long before disputed issues arise. If it were not for the language laboratory room in the basement, the last modern equipment installed in the building would be electricity. The rooms of most of the faculty are the size of two telephone booths. The two Main Hall secretaries, who serve forty faculty members, work in cramped quarters, separated by two flights of stairs from the supplies they have no room to store. Yet Main Hall is the most used building on the campus. It houses eleven departments and three fourths of our students take most of their classes there. The wear and tear on Main Hall is such that only constant attention and annual summer treatment keep it in operation.

Secondly, the administrative offices of the University are scattered in a number of buildings, each of them suffering from over-crowding. We have to admire the performance of some bureaus working under these conditions which must, nevertheless, affect them. But hindrances to efficient operations are not the only problems that arise from the dispersal and over-crowding of our administration: the public image of Lawrence, as conveyed through its administrative facilities, can scarcely be considered impressive. A President's office without a waiting room or an Admission Office with a room for interviews which can accommodate only three people suggest to the visitor that he stands far down the list of priorities. Whether one likes it or not, images count in American society. Lawrence can ill-afford to appear clumsy, indifferent, or shabby to those who would consult with its President or seek admission to its student body. We are not suggesting two-inch pile carpets, or indoor fountains and pools: we simply feel that adequate space and tasteful appointment, especially in these critical facilities, are essential and will return dividends of good will and reputation that far exceed in value the cost of the needed rennovations.

Thirdly, according to the document attached in Appendix F, the present library building is no longer adequate. Even an untrained eye in the most superficial tour of the building will notice that there is no space in the building for normal library expansion. Our annual rate of acquisition is more than 6,000 volumes. Even if we were not to increase this figure, in only five years' time we would be adding more than 30,000 volumes. There simply is not any room for these books in the library. The space allocated to expansion when the addition was planned almost ten years ago disappeared at the time of the merger of Lawrence and Milwaukee-Downer Colleges. Moreover, the library's facilities in the crucial area of microform materials are totally inadequate. The use of the cloakroom--adjacent to the hustle, bustle, and noise of the entrance hall--may be necessary because of a shortage of space, but it hardly encourages the use of these resources. And, as the library staff knows so well, the future role of microform materials in college libraries can hardly be overestimated.*

It is not practical for the Committee to make concrete recommendations on these three issues. In our discussions several solutions were, of course, suggested. For instance, Main Hall, with its historic tradition and external architectural beauty, could be turned into an attractive and functional administrative center, if properly renovated, adapted, and decorated. The Humanities and Social Sciences could be housed in a new high rise structure, possibly built in conjunction with a library addition on the present site of the old library-administration wing.

It is not, however, important what the details are to be--the location, size, or number of stories--as it is important for the University to recognize how pressing the problems of the humanities and social sciences, the library, and the administration are.

We recommend that the University examine those problems urgently and systematically with the assistance of external experts and consultants and develop a building program to meet those needs in the formulation of which, besides the Trustees and the experts, the concerned members of the Lawrence community--faculty, administrators, and artists--would take part.

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*See Appendix G

Technological Innovations

If Lawrence is to be an excellent college, it has to be a modern college as well. Our response to innovation has been uneven. The Administration would have been probably more generous, if the faculty had been more innovative. The use of audio-visual systems and other technological aids at Lawrence is still very limited. As one of our colleagues wrote, "Tapes can be useful in any situation where an auditory experience can lead to learning or better learning--I can easily see a collection of tapes as part of our library resources. Perhaps we could set as a goal a system where a student enters a booth, dials the tape he wants, and listens. This would be, I believe, quite a new idea. Lawrence has the students, faculty, and size to explore and exploit such a system." The only thing the Committee can do about this kind of innovation is to urge the faculty "to explore and exploit" it.

We have, however, more to say about the most revolutionary among these innovations--the computer. Lawrence has the equipment. It was our original suggestion that the computer center be supervised by a faculty Committee on the Computer, and we welcome its establishment. We recommend now that the use of the computer be more completely integrated into undergraduate education at Lawrence. Some study of the computer's general capabilities and its specific uses in the various disciplines should be built into our curriculum, just as the skills of writing, mathematics, and verbal reasoning are built into the current program.

Beyond this general recommendation we would have to go into technical details which we prefer to let the Committee on the Computer work out. It is our hope that the Committee on the Computer will offer not only administrative and technical advice, but that it will help to integrate computer science into the liberal education of our students.

SUMMARY OF RECOMMENDATIONS

Chapter I

1. When recruiting the Lawrence Office of Admission should seek students of higher academic aptitude and motivation; these criteria should take precedence over geographic and socio-economic diversity.

2. Lawrence should expand its commitment to educate students from backgrounds of academic and socio-economic deprivation.

3. Lawrence should identify "risk" candidates for admission early in their secondary education, advise them on qualifications for entrance to Lawrence, and provide for them a prematriculation program.

4. The present Committee on Admission should be replaced by a University Recruiting Council, which would serve as a policy-making committee. Its composition would include representatives of the faculty, administration, alumni, and student body -- including a representative of the disadvantaged students.

5. Only the faculty and administration members of the Recruiting Council should take part in the actual selection and admission of students.

Chapter II

6. The Lawrence curriculum should be based on the following division of the four-year program:

The Freshman Year: the period of foundation and exploration.

The Sophomore and Junior Years: the period of concentration and exposure.

The Senior Year: the period of summation and integration.

7. Lawrence should institute a two-week Student Orientation Colloquium for incoming freshmen. It would include an introduction to liberal education; an early start in Freshman Studies; the technicalities of matriculation; and social orientation.

8. In the first term, each freshman would enroll in Freshman Studies.

9. The size of Freshman Studies classes should be set at fifteen.

10. Freshman Studies readings should concentrate on the "classics," rather than on modern scholarship.

11. Freshman Studies should be graded Satisfactory or Unsatisfactory. A written evaluation of the student's performance should accompany the S/U mark. The recipient of an Unsatisfactory may or may not receive credit for the course, at the discretion of the instructor. Freshman Studies grades would not be figured into the student's cumulative average.

12. In each of the second and third terms, the freshman would enroll in one Topics of Inquiry course.

13. Topics of Inquiry courses should have a maximum enrollment of twenty students.

14. The student should select his Topics of Inquiry courses from offerings outside the area of his major interest.

15. Topics of Inquiry courses will be graded S/U in the same manner as Freshman Studies.

16. The Freshman Studies instructor should serve as the advisor for all members of his section until they declare majors in the spring term of the freshman year.

17. The Dean of the University should be responsible for drawing up a clear statement of the University's policy on general education which would commit the college to the traditional liberal arts aims of breadth and diversity of academic experience.

18. Freshman advisors should be guided by the University's policy on general education and by the following statement of admission guidelines:

> "The University expects each entering student to have completed four years of English, three years of mathematics, three years of a foreign language, two years of history or social science, and two years of laboratory science. Courses in the creative arts are strongly recommended. If the student does not have the full complement of high school courses, his college program will be planned by consultation with his advisor and other members of the faculty to fill glaring gaps."

19. Freshman Advisors should be compensated for the two-week period of the Student Orientation Colloquium.

20. A Lawrence faculty member should be appointed Director of the Freshman Program. He would be responsible for the organization and administration of the freshman advisory system and the freshman core program.

21. The freshman should declare his major by the spring registration period -- although this decision could be postponed until the winter term of the sophomore year.

22. The successful completion of a concentration, or major, should be a requirement for graduation.

23. The concentration requirement can be fulfilled by a disciplinary major, an interdisciplinary major, or by a student-designed major.

24. The total number of courses required for a concentration should not exceed 50 per cent of the student's course load during his college career.

25. The sole course requirements for graduation should consist of the freshman core program -- one term of Freshman Studies and two terms of Topics of Inquiry -- and required major courses.

26. The upper-class advisor should be a member of the department in which the student concentrates. In the case of a student-designed major or of an interdisciplinary major, the faculty member most involved in the topic would serve as advisor.

27. A Program Review Board, under the chairmanship of the Dean of the University and composed of the department chairmen and the Director of the Freshman Program, should provide general guidelines for departments to follow in instructing their advisors and should review the pattern of registration of each department's majors.

28. Each department should encourage its senior students to engage in at least one term of independent studies.

29. Each department should offer its senior majors either a research seminar or colloquium, or both.

30. Research seminars and colloquia should be graded on a Satisfactory/Unsatisfactory basis.

31. A passing performance in departmental examinations should be a requirement for graduation.

32. The make-up of departmental examinations should be left to the discretion of individual departments.

33. Departmental examinations should be reviewed yearly by the Dean of the University to ensure that the major objectives of the program are being met.

34. In the soring term, each senior should be allowed to register for one or two reading courses, to be designated Senior Studies I and II. Students who have practice teaching in term III should be permitted to take these reading courses in term II. Senior Studies I and II would terminate with the administration of

departmentals. No grades would be recorded for them.

35. Departmentals should be administered during the eighth week of the spring term.

36. Candidates for departmental examinations should receive the following information from their department chairmen at the end of the junior year:

> (1) An outline of preparation necessary for the examination, with recommended bibliographies, reading lists, and other useful study guides; (2) a description of the style and content of each part of the examination; (3) at least one sample examination selected from those given in recent years, or newly composed, whichever can best serve as a guide to preparation; (4) an examination schedule showing the date on which each part of the examination will be administered. This description should be distributed to candidates for the examination at the end of their junior year.

37. Instructors in the college and in the Conservatory should be given the option of teaching courses on a semester basis. They must secure permission from the Committee on Instruction.

Chapter III

38. The following guidelines for advanced credit should be adopted:

> "(1) If an advanced placement student scores a 5 or 4 on his advanced placement examination, he will be awarded at least two term courses credit in the discipline of his advanced placement course. (2) If he scores a 3 or under, the department will determine whether any credit is to be granted.

39. Departments should expand the use of placement examinations of their own devising.

40. Departments should expand the use of exemption examinations.

41. Exemption and placement examinations should be given more prominence in the Student Orientation Colloquium.

42. Exemption and placement examinations should be offered at times other than during the Student Orientation Colloquium.

43. Courses, previously marked Pass/Fail, should henceforth be marked on a Satisfactory/Unsatisfactory basis. A Satisfactory should be equivalent to a C- or above; an Unsatisfactory should be equivalent to D+ or below. A grade of Satisfactory would grant the student course credit toward graduation; it would not be figured into his cumulative grade point average. An Unsatisfactory performance would not confer credit; it would, however, be figured into the cumulative average in the same manner as an F in a graded course would be.

44. A student should declare his intention to take a course on a Satisfactory/Unsatisfactory basis no later than two weeks after the first meeting of the term. Up to and including the eighth week of the term it would be possible to change from S/U to the regular grading system.

45. During his sophomore, junior, and senior years, each

student should be given the option of taking one course per term -- outside his major department -- on a Satisfactory/Unsatisfactory basis.

46. Students should be allowed to design and execute their own courses for which full credit will be given.

47. The following procedural guidelines should apply to student-designed courses:

> "(1) They should be open only to students with sophomore standing or above; (2) at least three students should submit, sufficiently in advance of the beginning of a student-designed course, a prospectus containing statements on the subject matter, format, reading list, and formal requirements (papers, reports, exams, etc.) for the approval of that faculty member who will either enroll in the course as an informal member or agree to act as an adviser for the course; (3) the course should be approved by the appropriate Dean or University committee, presumably the Committee on Instruction; (4) students should be graded by the participating faculty member or faculty advisor on a Satisfactory/ Unsatisfactory basis."

48. Any student should be allowed to write for credit in any course offered at the University. The student must secure in advance the department's approval and the department's specification of the requirements for the course; that is, papers, reports, and examinations. The student may do this work during any term or any combination of terms including the summer--over a period not to exceed one calendar year. He may elect to follow the above procedure on an S/U basis provided he has not exhausted his S/U options in other courses.

49. A Scholar of the University program should be estab-

lished to permit a small number of select students to pursue their education with a minimum of constraints.

50. Lawrence should establish an independent Department of Sociology.

Chapter IV

51. Every student should be encouraged to spend at least one term of his college years in an environment other than his home, the Lawrence campus, or the Appleton community.

52. The range of opportunities for foreign studies should be expanded so that every student who wishes may undertake a period of foreign study, either in the generally oriented or discipline-centered programs.

53. Departments should encourage and help their students to find or to design off-campus study programs.

54. The office of Career Guidance and Placement should seek out and publicize summer employment opportunities that would provide meaningful work experiences for the students.

55. The University should intensify its efforts to attract government-supported institutes for high school teachers and students.

56. The University should explore the possibilities for establishing other, self-financing, special summer programs.

57. The University should re-examine the possibility of a summer session of its own.

58. A Visiting Scholars Program should be established to strengthen the University's connection with creative people outside its own walls.

59. Lawrence should consider instituting a five-year program of teacher education leading to a degree of Master of Arts in Liberal Studies. Such a program should be worked out on the basis of inter-institutional cooperation, most likely with the University of Wisconsin-Green Bay.

60. The existing programs in continuing education--the Lawrence Reading Program, Great Decisions, Friends of Lawrence, and the Alumni Travel Program--should be maintained and expanded. Direction of them should be placed in the hands of a Coordinator of Continuing Education.

61. A program of Alumni Seminars should be established, which if successful, should be expanded into an Alumni College.

Chapter V

62. Every student should be required to take three terms of physical education and should be evaluated on a Satisfactory/Unsatisfactory basis.

63. A substantial effort should be made to improve the intramural program so that it is attractive to all students. One member of the Department of Physical Education should be assigned to the intramural program.

64. The composition of the Committee on Intercollegiate Athletics should be changed to include: two faculty members not from

the Department of Physical Education, one of whom will serve as chairman; the Dean of Men, who will serve as secretary; the Business Manager; the Director of Athletics and one other member of the physical education faculty; and two male students, at least one of whom is a varsity athlete.

Chapter VI

65. A Faculty Advisory Committee should be established to participate in the hiring, promotion, and tenure proceedings of the University.

66. Lawrence should search out and recruit the best prepared and most promising scholars in all fields with an interest in undergraduate education.

67. The Associate Deans should develop a standard approach to the hiring of new faculty.

68. In the hiring of faculty, attention should be devoted to coordinating the personnel needs of various departments.

69. A member of the Faculty Advisory Committee should interview each candidate for a given position.

70. The Faculty Advisory Committee should participate in the hiring of all administrators with faculty rank.

71. The present ad hoc method of faculty promotion should be replaced by regularized procedures under the supervision of the Faculty Advisory Committee.

72. An automatic evaluation schedule should be established.

73. Faculty should have the right to initiate evaluations of their performance.

74. All non-tenured faculty should be evaluated in their third year at Lawrence.

75. The general criteria of evaluation for promotion should be the candidate's teaching and scholarship and his service to the University.

76. A precise set of criteria for faculty evaluation should be developed by the Faculty Advisory Committee.

77. The President should have the right at any time to initiate an evaluation of a faculty member.

78. The tenure policy of the University should be brought into closer conformity with the AAUP statement on tenure policy published in 1940.

79. At the discretion of the Dean of the University a faculty member should be occasionally relieved of a course when his tutorial load becomes excessive.

80. The compensation for a full year of sabbatical leave should be raised to three-quarters of a faculty member's annual salary.

81. In addition to the one-year sabbatical granted every seven years at partial compensation, the University should make

available the option of one-term sabbaticals every three years at full pay.

82. To recognize its outstanding scholars, the University should establish a new rank -- University Professor.

Chapter VII

83. The Board of Trustees should undertake a study of its structure and functioning. It should pay special attention to the need for broadening the base of its constituency.

84. The Board of Trustees should include faculty representation.

85. Three "freshman" alumni trustees should be added to the Board of Trustees.

86. At least two students should be placed as voting members on each standing committee of the faculty, hereafter to be known as university committees.

87. Students on university committees should be excluded from consideration of individual admissions, the evaluation of Honors projects, the granting of awards to individual students, the appointment and promotion of faculty.

Chapter VIII

88. An organizational chart of the University administration can be found in Appendix E.

89. The Dean of the University should be responsible for the gathering, processing, and dissemination of data pertinent to

the academic operation of the institution.

90. Lawrence University and the Institute for Paper Chemistry should make greater mutual use of faculty and facilities.

Chapter IX

91. The University should develop, with the aid of outside consultants, a building program that would provide needed facilities for the teaching of humanities and social sciences, for the library, and for the administration.

92. The use of the University computer should be more completely integrated into undergraduate education at Lawrence.

APPENDIX A

SAMPLE COURSE DESCRIPTION OF TOPICS OF INQUIRY

The nature of the Topics of Inquiry can be best illustrated with examples chosen from specific disciplines. In chemistry, one possible Topic of Inquiry is "The Chemistry of the Nervous System." Building on a brief introduction to nomenclature and molecular structure, this Topic of Inquiry would be concerned with the way in which biochemists can describe and study phenomena such as vision, olfaction, nerve impulse transmission, and the effects of hallucinogens by means of chemical reactions and molecular structure. It would introduce the students to the methodology of such studies and correlate chemistry with the biological systems involved. Another Topic of Inquiry in chemistry could be "Concepts of the Nature of Matter," an historical approach to the study of conceptualizations and methodologies involved in man's changing understanding of what things are made of. Both of these Topics of Inquiry would develop necessary skills within the framework of the course, using experimental laboratory work where relevant. They would focus on particular systems or sets of ideas to which a knowledge of chemistry can bring understanding, and seek to develop the student's understanding of and appreciation for the importance of these systems and ideas.

A possible Topic of Inquiry for history would be "History of the Crisis in the Middle East." The course would analyze the points of conflict between Israel and the neighboring Arab states in terms of their historical origins. Emphasis would fall on the many areas of historical investigation--geography, politics, social structure, economics, religion and culture, and for each area, the questions posed, the types of evidence available, the critical use of that evidence, and the inter-relatedness of the factors present. In addition to familiarizing the student with historical method, such a course should serve the broader objective of demonstrating the values of historical perspective -- both short and long--in dealing with problems of an immediate character.

APPENDIX B

SCHEDULE OF THE DEPARTMENT OF PHYSICS

In cooperation with the Committee on Planning the Department of Physics discussed at some length the challenges posed to an advisory system by the elimination of distribution requirements. The attached diagram is only a preliminary sketch of what the department would consider in greater depth were it to draw a more formal set of guidelines.

APPENDIX B

Concentration

Theoretical

Classical Mechanics
Quantum Mechanics
Electricity and Magnetism
Thermodynamics

Experimental

Types of Instruments

1. Oscilloscopes
2. Multi-Channel Analyzers
3. Interferometers
4. A.C. to D.C. current and voltage meters

Laboratory Skills

1. Design of Electronic Components
2. Machine Shop

Experimental Design

1. Data Analysis
2. Independent Studies
3. Professional Journals
   - (a) Physics Today
   - (b) Others

Associated Disciplines

Chemistry
Biology
Philosophy

Communication Skills

Writing: Presentation of Problem Solutions

Laboratory Records
Formal Scientific Reports

Foreign Language: German
Russian

Computer Language: Digital
Analog

Mathematics: Differential Equation
Matrix Algebra
Advanced Calculus
Statistical Methods

Physicist and Himself

- I. Course Work
  - 1. Fine Arts
  - 2. Literature
- II. Lecture and Artist Series
- III. Independent Reading

Related Courses and Work

Physicist and Government

- I. Moral and Political
  - A. Course Work
    - 1. Government
    - 2. Economics
    - 3. History
  - B. Independent Reading
    - 1. Major Newspapers
    - 2. Journals (Bulletin of Atomic Scientists, etc.)
    - 3. Books
  - C. Seminars
- II. Allocation of Research Funds (Independent Reading)
  - 1. Major Newspapers
  - 2. Journals (Physics Today, Scientific Research, etc.)

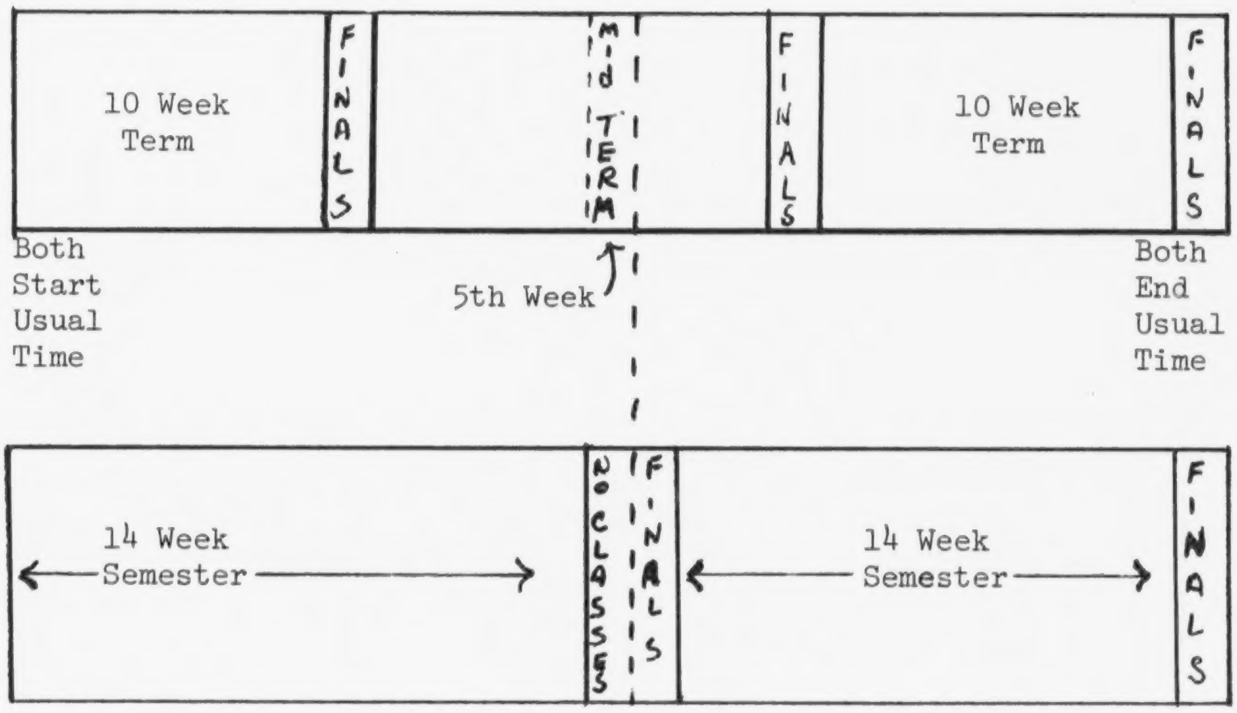
Physicist and Society

- I. Course Work
  - 1. Anthropology
  - 2. Sociology
- II. Independent Reading

APPENDIX C

TERM-SEMESTER SYSTEM

GENERAL DIAGRAM


10 Week Term
FINALS
MId TERM
FINALS
10 Week Term
FINALS
Both Start Usual Time
5th Week
Both End Usual Time
14 Week Semester
NO CLASSES
FINALS
14 Week Semester
FINALS

Provisions:

1. Require each student to take at least one term course each term.
2. Require that no student take more than four courses (of any type) at any time.
3. Require that no examinations be given in either term courses or semester courses during regularly scheduled examination periods for the opposite schedule.

APPENDIX D

TERM SEMESTER SYSTEM

SAMPLE CALENDAR 1969-1970

Term (70 minutes, 3 periods)		Semester (50 minutes, 3 periods)	
30 class periods:	Sept. 1-Nov. 8	33 class periods:	Sept. 1-Nov. 15
Exams	Nov. 10-Nov. 15		
Vacation	Nov. 16-Nov. 23	Vacation	Nov. 16-Nov. 23
12 class periods:	Nov. 24-Dec. 20	9 class periods:	Nov. 24-Dec. 13
		Exams	Dec. 15-Dec. 20
Vacation	Dec. 21-Jan. 11	Vacation	Dec. 21-Jan. 11
18 class periods:	Jan. 12-Feb. 21	18 class periods	Jan. 12-Feb. 21
Exams	Feb. 23-Feb. 28	Reading period	Feb. 23-Feb. 28
Vacation	March 1-March 8	Vacation	March 1-March 8
12 class periods	March 9-Apr. 14	12 class periods	March 9-April 4
Vacation (Easter)	April 5-Apr. 12	Vacation (Easter)	April 5-Apr. 12
18 class periods	April 13-May 23	12 class periods	April 13-May 9
		Reading period	May 11-May 16
Exams	May 25-May 30	Exams	May 18-May 23
Commencement	May 31	Commencement	May 31

Provisions:

1. Require that each student take at least one term course each term.
2. Require no student take more than four courses of any type at any time.
3. Require that no examinations be given in either term or semester course during regularly scheduled examination periods for the opposite schedule.

APPENDIX E

RANK AND AGE STRUCTURE OF THE FACULTY
(Age as of September 1, 1969)

		Professor				Associate Professor				Professor & Assoc. Prof.	Assistant Professor				Instructor			
Year	Total Number	No.	% of Total	Avg. Age	Median Age	No.	% of Total	Avg. Age	Median Age	% of Total	No.	% of Total	Avg. Age	Median Age	No.	% of Total	Avg. Age	Median Age
1949-50	76	14	18.4	52.2	52.5	19	25.0	41.8	41.0	43.4	22	27.9	35.0	35.0	21	27.6	29.1	28.5
1950-51	74	19	25.7	49.7	48.5	16	21.6	43.4	42.5	47.3	18	24.3	34.5	34.5	21	28.4	28.4	27.5
1951-52	72	19	26.4	48.2	47.0	17	23.6	42.4	41.5	50.0	19	26.4	34.7	33.5	17	23.6	29.2	28.0
1952-53	74	21	28.4	51.0	49.5	19	25.7	39.4	39.5	54.1	21	28.4	34.4	33.5	13	17.6	28.4	28.0
1953-54	74	22	29.7	50.8	48.5	18	24.3	39.1	38.0	54.0	19	25.7	34.2	33.0	15	20.3	29.0	28.5
1954-55	75	21	28.0	51.1	50.5	18	24.0	39.6	39.0	52.0	20	26.7	35.3	36.0	16	21.3	30.1	29.5
1955-56	76	21	27.6	50.8	50.5	15	19.7	40.7	41.0	47.3	22	28.9	36.0	35.5	18	23.7	32.3	32.5
1956-57	76	22	28.9	49.9	48.5	15	19.7	41.6	42.0	48.6	21	27.6	35.4	34.0	18	23.7	34.3	33.5
1957-58	81	21	25.9	50.8	51.5	16	19.8	42.1	42.5	45.7	25	30.9	35.2	34.5	19	23.5	33.2	32.5
1958-59	84	24	28.6	50.2	50.5	18	21.4	41.5	43.5	50.0	23	27.4	35.9	35.0	19	22.6	32.7	30.5
1959-60	89	23	25.8	51.5	52.5	17	19.1	43.2	44.5	44.9	28	31.5	35.4	35.0	21	23.6	32.7	31.0
1960-61	92	26	28.3	52.4	54.0	16	17.4	42.6	43.0	45.7	30	32.6	34.8	35.0	20	21.7	29.8	30.5
1961-62	100	23	23.0	52.5	54.5	22	22.0	41.8	41.0	45.0	28	28.0	35.5	35.5	27	27.0	31.1	31.0
1962-63	104	24	23.1	53.1	55.0	24	23.1	41.7	40.0	46.2	29	27.9	35.9	35.5	27	26.0	30.9	30.5
1963-64	106	26	24.5	54.0	55.5	26	24.5	42.7	41.0	49.0	38	35.8	34.9	34.5	16	15.1	28.6	30.0
1964-65	124	35	28.2	53.6	53.0	33	26.6	43.1	41.5	54.8	40	32.2	34.6	34.5	16	12.9	30.1	30.5
1965-66	119	33	27.7	53.4	53.0	34	28.6	43.0	41.5	56.3	34	28.6	33.8	34.0	18	15.1	29.4	30.0
1966-67	122	30	24.6	52.4	52.0	37	30.3	42.8	41.5	54.9	33	27.0	34.1	34.0	22	18.0	30.0	30.0
1967-68	127	36	28.3	51.5	52.0	32	25.2	41.7	41.5	53.5	34	26.8	34.0	34.0	25	19.7	30.3	30.0
1968-69	135	35	25.9	52.1	52.5	36	26.7	41.6	41.0	52.6	39	28.9	33.3	32.0	25	18.5	31.2	30.5
1969-70	128	34	26.6	51.8	53.6	36	28.1	41.6	41.0	54.7	41	32.0	33.5	32.5	17	13.3	30.0	29.5

APPENDIX E

ASSISTANT PROFESSORS 1969-1970

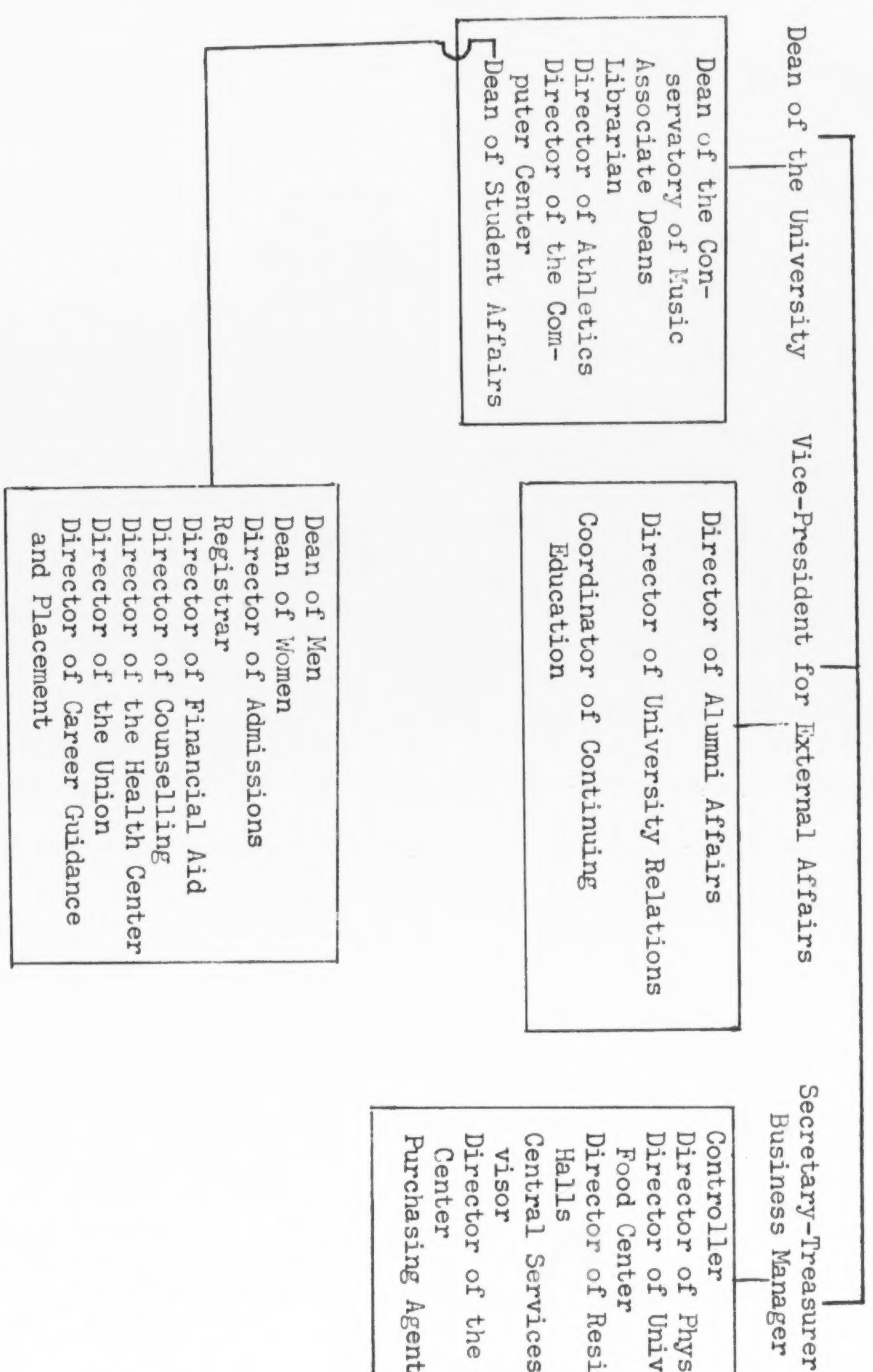
Date of Appointment	Number of Appointees	Notes
1949	1	To be given tenure
1957	1	Special case
1963	3	Two on tenure
1964	3	
1965	4	
1966	10	
1967	2	
1968	13	2 ROTC, 2 Library
1969	5	1 Library

RETIREMENTS

Assuming retirement at the age of 65, the following number of retirements from the faculty can be expected in the next five years: 1970 -- 3, 1971 -- 1, 1972 -- 1, 1973 -- 1, 1974 -- 2.

APPENDIX F

ADMINISTRATIVE STRUCTURE OF THE UNIVERSITY


President
Dean of the University
Dean of the Conservatory of Music
Associate Deans
Librarian
Director of Athletics
Director of the Computer Center
Dean of Student Affairs
Dean of Men
Dean of Women
Director of Admissions
Registrar
Director of Financial Aid
Director of Counselling
Director of the Health Center
Director of the Union
Director of Career Guidance and Placement
Vice-President for External Affairs
Director of Alumni Affairs
Director of University Relations
Coordinator of Continuing Education
Secretary-Treasurer and Business Manager
Controller
Director of Physical Plant
Director of University Food Center
Director of Residence Halls
Central Services Supervisor
Director of the Computer Center
Purchasing Agent

APPENDIX G

MEMORANDUM FROM THE LIBRARIAN

Assuming the Library is central to the intellectual life of the University, the following items should be given careful consideration in the planning of the institution's future.

Budget

Over the years Lawrence has put together an impressive book collection. It is imperative that adequate funds be provided to insure continued development and to make feasible expansion along the lines of the second part of this memorandum.

The budget for fiscal-academic 1968-1969 represents 4 per cent of the University's educational expenditures. Recommendations of both the College and the University Section of the American Library Association and the Association of American Colleges suggest a minimum expenditure of 5 per cent of an institution's educational budget.

Figures for the past few years will show that the percentage at Lawrence has been between 3.0 per cent and 4.0 per cent. It is likely that, for a time, the University will have to expend considerably more than the minimum amount recommended to develop the basis for academic excellence in the Library.

Collections Development

Though the Library enjoys a well-deserved reputation in terms of books, in all other areas it has lagged behind. The ACM Periodical Bank has to some extent improved the collection of periodicals which we can offer the Lawrence community. However, comments from both faculty and students indicate that we should be continuing our self-evaluation and finding ways to expand our resources even further.

The use of phono-discs, pre-recorded tapes, films, transparencies and microforms has become common-place in recent years. Originally considered gimmicks or frills, these materials have proven their worth many times over. The expanded use of microform will allow us to increase our materials immensely while the corresponding increase in space needs will be minimal. Phono-discs and pre-recorded tapes would allow students to listen to, as well as to read, the plays of Shakespeare or the poetry of e. e. cummings The Library has begun taping various lectures and programs sponsored by Lawrence. Subsequently, these programs are evaluated. Those judged valuable are being cataloged and made available as research materials to the University community. Much more could be done, if the Library had the equipment and space to support such programs more extensively.

The preceding examples make amply clear the concrete use of non-printed materials as envisaged by the Library faculty. It should be remembered, however, that because of our deficiencies in these areas, the initial financial investment will necessarily be sizable.

Library Instruction

Many of our students do not know how to use the Library. Their ignorance of what the Library has to offer in terms of research materials, their inability to conduct a moderately thorough search of the literature of their field, their further inability to construct an adequate bibliography are disadvantages which they carry with them to graduate or professional schools.

The cursory tour of the Library offered new students in September does nothing to remedy these problems.

The publication and general distribution of a Library handbook for the students will ease the situation to some small degree. It will make perfectly clear the services available to them and acquaint them with Library policy.

Various other projects which are being considered would aid in correcting this situation. One would provide a programmed introductory course which would allow new students to become considerably better acquainted with the Library.

Outside Collections

Traditionally, the Conservatory has housed and maintained a collection of its own. Another part of the music collection is located in the main Library. A small unorganized collection of materials is shelved at Mursell. Through COSIP funds, the science faculty have prepared a room and want to locate certain journals in it. Other small collections exist around the campus.

The advisability--and certainly the necessity--of these collections outside of the central facility on a campus the size of Lawrence is doubtful. We have neither the staff to service the collections adequately nor the funds to purchase items in duplicate as becomes necessary with branch "libraries."

An argument frequently advanced to defend the proliferation of these mini-collections is that they are more convenient for the students. The argument is specious. Instead of locating all his library needs in one place, the student has to go from one building to another. The only complete catalog is the card catalog in the main Library. Hence anyone doing research would find it necessary to start there and then would find it necessary to go elsewhere. The recommendation is for centralized Library facilities which can be kept open longer and can be better staffed.

Facilities

The present library building is no longer adequate. There is room for at most two years of normal library expansion, as will become evident to even an untrained eye in the most superficial tour of the building.

Our normal rate of annual acquisition is more than 6,500 volumes. Even if we were not to increase this figure, in only five years' time we would be adding more than 30,000 volumes. There simply is not any room for these books in the Library. The space allocated to expansion when the addition was planned almost ten years ago disappeared at the time of the merger.

In a word, Lawrence University needs a new Library.

Following are some general guidelines and areas to which special attention should be given in the preliminary planning of a new facility: (1) an area for adequate space to house both microforms and related equipment; (2) an audio-visual area sufficient to house special music collections. It would include adequate listening equipment as well; (3) a sizable increase in the number of carrels instead of the large open reading rooms, such as those which now exist; (4) the number of seminar rooms should be substantially increased; (5) a small lecture hall should be included; (6) faculty offices or study rooms should be planned adjacent to the Library (or perhaps within the same building); (7) rare book-special collections rooms must be included; (8) a staff room; (9) a browsing area for students should also be added; (10) ample space should be planned for a well organized collection of archival materials.

Planning a new library facility for the Lawrence University community will go hand in hand with other major changes being planned. Some of these changes are: adoption of the Library of Congress classification scheme; partial reclassification of our present collection; implementation of automated procedures whenever they will insure improved service; possible increase in staff to carry out new programs; increased activity in the intellectual life of the University on the part of the Library.

The basic principle for the operation of the Lawrence University Library is to provide the best possible service to faculty and students as rapidly as possible. This principle is based on the belief that the Library is the heart of the University, that it is basic to the learning process. All of our current activities and the recommendations advanced in this memorandum are designed to foster intellectual development and academic excellence at Lawrence.